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ABSTRACT

This report, which documents compliance of Texas vocational education programs with civil rights legislation in 1992-93, details the activities conducted by the Texas Education Agency to comply with Office of Civil Rights (OCR) guidelines under the Texas Methods of Administration plan. Presented in the first section are the following: organizational chart of compliance activities and staff; outline of procedures used to review state compliance policies and state-operated institutions and programs; summary of technical assistance provided to school districts; monitoring activities for 1992-93; and a list of personnel assigned to civil rights compliance in vocational programs. Approximately 80 percent of the report discusses discrepancies with civil rights guidelines that were discovered during site visits to schools/independent school districts in 1991-92 and corrective actions/technical assistance to eliminate them. Appendixes constituting approximately 50% of the report contain the following: overview of the results-based monitoring system, correspondence regarding compliance-related procedures/activities, 1992-93 compliance monitoring procedures, OCR monitoring instrument, schedule of staff inservice training, sample local compliance evaluation instrument, overview of program excellence indicators, verification visit list, certificate of assurance of compliance with civil rights legislation, and annual public notice of nondiscrimination. (MN)

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THE ANNUAL CIVIL RIGHTS
COMPLIANCE REPORT
FOR TEXAS

July 1, 1993

INTRODUCTION

The State Board for Vocational Education (State Board of Education) has overall responsibility for the administration of the state vocational program funded under the Carl D. Perkins Vocational and Applied Technology Education Act, Amendments of 1990, Public Law 101-392. However, legislative enactment by the Texas Legislature has placed the responsibility for vocational/technical programs in public postsecondary schools with the Texas Higher Education Coordinating Board. Although the responsibility for vocational education in public secondary and postsecondary educational institutions has been assigned to the two agencies, the Texas Education Agency has the responsibility for submitting the annual civil rights report, which reflects vocational education in public secondary and postsecondary educational institutions, to the Office for Civil Rights.

The Annual Civil Rights Compliance Report for Texas is divided into two sections:

Part I -- presents the Texas Education Agency activities for complying with the Office for Civil Rights Guidelines under the Texas Methods of Administration Plan.

Part II - presents the Texas Higher Education Coordinating Board activities for complying with the Office for Civil Rights Guidelines under the Texas Methods of Administration Plan.

Each part of the report has been prepared by the responsible agency and combined into one document for presentation to the Office for Civil Rights by the Texas Education Agency.

SPECIAL NOTE OF EXPLANATION

The United States Department of Education (USDE), Office for Civil Rights, instructed the Texas Education Agency in a letter received July 1, 1993, that submission of the Annual Civil Rights Compliance Report would not be required for the program year 1992-93. For reference, this letter is reproduced on the next two pages.

Since this report is the official record of the civil rights compliance activities of the Texas Education Agency and the Texas Higher Education Coordinating Board as required by the Methods of Administration that was current during the 1992-93 program year, this report was voluntarily submitted to the USDE in August 1993.

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202-

JUN 29 1993

RECEIVED
JUL 01 1993
VOCATIONAL ED. PROGRAMS

Mr. Lionel R. Meno
Commissioner of Education
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Dear Commissioner Meno:

Since 1979, the Texas Education Agency and the Office for Civil Rights (OCR) of the U.S. Department of Education have been working together on the Vocational Education Methods of Administration (MOA), to insure equality of opportunity on the basis of race, color, national origin, sex, and disability in vocational education programs. Part of this process has been the Annual Civil Rights Compliance Reports (AR) you have submitted to OCR each year. As we approach the fifteenth anniversary of our collaboration, OCR has identified a need to redesign the MOA process, to make sure it is serving all those involved. In particular, we wish to ensure that the MOA process is effectively addressing important civil rights problems in vocational education.

To help accomplish this goal, we plan several steps. First, we note that your agency should be receiving OCR's more detailed evaluation within the next few months. Based on the materials examined thus far, we do not anticipate finding major deficiencies. Therefore, you are not required to submit a report for 1992-93 in July 1993. You may do so if you wish. If you choose not to submit a report, we ask that you continue your efforts in equity in vocational education and retain the data you would normally submit to OCR in July 1993, for submission later -- perhaps in a two-year composite report, depending upon the results of our redesign effort. Please understand that nothing in OCR's redesign process detracts from or lessens the Texas Education Agency's responsibilities under the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs (Guidelines), 34 C.F.R. Part 100, Appendix B; Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabiliation act of 1973; or the Americans with Disabilities Act.

Second, we would like to hear from you and your staff how you feel the MOA process could be redesigned to better accomplish its goals. We would hope to develop better ways to serve the students who are our ultimate customers; to increase the value of our relations with you; and to find ways to continuously improve. The central questions about which we request your advice are: what are the significant equity problems which remain after fifteen years, and how can we best address these problems?

Third, we would like to hear your views regarding a possible national conference on equity in vocational education. If OCR were to sponsor such a conference in Washington, D.C., what would you and your staff like to see covered? Would your staff be interested in attending at the Texas Education Agency's expense? When would be the best time for such a conference? Very tentatively, we are considering three full days of meetings among our staffs, training on OCR's new MOA approach, briefings on current civil rights matters and civil rights investigation by OCR staff, and roundtables where your staff can share successful approaches to recalcitrant problems.

We are excited about the prospects for this project, and hope we have captured your interest as well. We look forward to hearing from you, and will keep you informed as the redesign process continues. If you have any questions, please feel free to call me at 202-205-8649, or your staff may call their customary OCR contacts, including Branch Chiefs Nathaniel Wall at 202-205-8927 and Marc Brenman at 202-205-9876.

Sincerely,

Robert S. Moy for

Richard L. Foster
Director
Program Operations Division
Policy, Enforcement, and
Program Service
Office for Civil Rights

cc: Ms. Lorraine Merrick
Senior Director
Career and Technology Education
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

PART I

THE ANNUAL
CIVIL RIGHTS COMPLIANCE REPORT

Career and Technology Education
(Formerly Division of Vocational and Applied Technology Education)
Texas Education Agency
July 1, 1993

NOTE: The title of the Texas Education Agency division responsible for compliance with civil rights requirements in vocational programs has been changed from Vocational and Applied Technology Education to Career and Technology Education effective April 1993. The two titles are used interchangeably in this report.

PREFACE

The Texas Education Agency (TEA), in its leadership and regulatory role, provides educational program and financial services to 1,050 public school districts. Nine hundred seventy-two of the 1,050 public schools provided vocational education programs during the 1992-93 school year. Priorities for providing those services include: (1) the orderly flow of monies to support programs and services and regulation for the expenditure of those funds; (2) monitoring the use of those funds to determine if the LEAs are using them for the purposes intended; and (3) providing technical assistance as requested and needed.

With the reauthorization of the Carl D. Perkins Vocational and Applied Technology Education Act, Amendments of 1990, Public Law 101-392, priority was given to campuses or programs that serve the highest concentrations of individuals who are members of special populations in the most integrated settings possible (regular vocational education programs). This new priority altered the concentration of the federal funds within districts.

During the 1992-93 program year, a new way of monitoring school districts was piloted in Texas. This system was called Results-Based Monitoring and was piloted in 17 school districts. An explanation of this system is outlined in Appendix I.

Because only 17 schools were scheduled to be monitored on site during the 1992-93 school year, Texas Education Agency requested a waiver from the number of school districts to be monitored as outlined in the Methods of Administration for one year in order that this system could receive the attention necessary to make it a success for future program years. A copy of this letter of request is found in Appendix II.

School districts were invited to participate as a pilot for this monitoring year. A letter inviting voluntary participation was sent to every school district in Texas. A sample of this letter is found in Appendix III. (Note: The name "Outcome-Based Monitoring" was changed to "Results-Based Monitoring" shortly after this letter was mailed.) From the respondents, the 17 pilot districts were chosen. Criteria included the size of the district, tax base of the district, ethnic makeup of the district, and location within the state. Through this selection procedure, an adequate cross section of a variety of school districts was assured.

It should be noted that the requirements of Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and The Age Discrimination Act of 1975, as amended, were fully monitored in these 17 school districts during this program year.

The monitoring procedures for the TEA are shown in Appendix IV. The Division of Career and Technology Education follows these procedures in monitoring local districts for compliance with rules in the Texas Administrative Code and Office for Civil Rights Guidelines. The instrument for monitoring vocational education program requirements of the Office for Civil Rights is shown in Appendix V. Official notice of discrepancies found during the on-site visit is given to the institution by letter with a recommended action for correcting each discrepancy.

During the 1992-93 school year, the TEA Division of Career and Technology Education monitored 17 local education agencies for compliance with Office for Civil Rights Guidelines. The results of those monitoring visits are shown in the attached report.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; AMERICAN DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all Federal and State laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status or a disability requiring accommodation (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/Affirmative Action employer.

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District 8

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District 3

LIONEL R. MENO
Commissioner of Education
(Executive Officer of the State Board of Education)

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Texas Education Agency
Methods of Administration
Annual Civil Rights Compliance Report
as of July 1, 1993

1. Compliance Organization and Staff:

The Texas Education Agency personnel charged with responsibility for the Methods of Administration (MOA) are shown in the following organizational chart.

Methods of Administration
Organizational Chart

State Board for Vocational Education
(State Board of Education)
15 Members

Commissioner of Education
LIONEL R. MENO

Executive Deputy Commissioner for Programs and Instruction
J. R. CUMMINGS

Senior Director, Division of Career
and Technology Education
LORRAINE R. MERRICK

Program Specialist III
Results-Based Monitoring
DURWIN A. HILL

Coordinator of Civil Rights Compliance
in Vocational Education
GARY L. MOORE

Texas Education Agency Staff as Needed	R. D. BRISTOW Director, Division of Career and Technology Education JUDITH HETHERLY Vocational Education Equity Administrator SYLVIA J. CLARK Occupational Education Specialist II, Guidance and Counseling

Dr. Lionel R. Meno assigned the staff in the preceding organizational chart to administer the Texas Education Agency Methods of Administration Plan. Staff structure and authority are as follows:

> Dr. Lionel R. Meno, Commissioner of Education, is ultimately responsible for the civil rights activities as they apply to vocational education in Texas.

Dr. J. R. Cummings, Executive Deputy Commissioner for Programs and Instruction, signs correspondence addressed to the Office for Civil Rights, letters regarding the MOA addressed to administrators of local education agencies, and letters of response to appeals from local education agencies. Ms. Lorraine R. Merrick, Senior Director, Division of Career and Technology Education, has administrative responsibility for MOA activities. Ms. Merrick reports directly to Dr. Cummings. Prior to Ms. Merrick's appointment in January 1993 as Senior Director, R. D. Bristow was Interim Senior Director and had this responsibility.

Mr. Gary Moore, Coordinator of Civil Rights Compliance in Vocational Education, reports through Mr. Durwin Hill to Ms. Lorraine R. Merrick.

Although Dr. Madeleine Draeger Manigold, Associate Commissioner for Programs, is no longer in direct line of supervision, all monitoring reports, corrective action, and related correspondence are processed through her office. Dr. Manigold signs correspondence accompanying the monitoring reports listing discrepancies found, the closure letters after corrective actions have been received, and other similar correspondence to local education agenices.

The MOA staff is in the Division of Career and Technology Education, Texas Education Agency, Austin, Texas. There were no new functions added or deleted regarding the MOA Plan. The total number of staff assigned to the MOA function was 8. The approximate amount of time each staff member allocated to the MOA was 8.24%. This represents more than 170 person days. The training provided the MOA staff is shown in Appendix VI.

All funding and administrative responsibilities for postsecondary vocational education programs have been transferred to the Texas Higher Education Coordinating Board. A pro rata share of federal funds for the support of vocational education programs was transferred with the administrative functions.

A joint Methods of Administration Plan between the Texas Education Agency and the Texas Higher Education Coordinating Board was submitted to the Office for Civil Rights, June 5, 1987, for approval.

2. State Policy Review:

The Division of Policy, Planning, and Evaluation in coordination with the Office of General Counsel for the Texas Education Agency are responsible for reviewing policies, procedures, and publications to ensure nondiscrimination in vocational education. These responsibilities have also been assigned to appropriate individuals who develop policies for State Board approval and review publications to ensure that discrimination is eliminated. Legal counsel has reviewed current vocational education policies, procedures, and publications and found them to be nondiscriminatory on the basis of race, color, national origin, sex, handicap, or age. A certificate of assurance of such nondiscrimination from the Texas Education Agency legal staff (Kevin O'Hanlon for Legal Counsel) is shown in Appendix X.

As rules are added or revised, persons listed in the MOA organizational chart review them to ensure that they do not cause discrimination on the basis of race, color, national origin, sex, handicap, or age.

J. R. Cummings, Lorraine R. Merrick, and others are charged with the leadership responsibility in developing the rules affecting vocational education and in guiding them through the State Board of Education for adoption. As members of the vocational staff responsible for the total program operation, including civil rights issues, they developed and reviewed each item to ensure that the rules do not discriminate on the basis of race, color, national origin, sex, handicap, or age. There was no evidence of discrimination found in the development and review of the vocational education rules.

3. Review of State-Operated Institutions and Programs:

During 1986-87, local public schools began to assume responsibility for providing educational services, including vocational education, for approximately 300 school-age residents of the state schools for the mentally retarded. Effective September 1, 1987, educational services, including vocational education, were made available to school-age residents of the state schools for the mentally retarded by the school district in which the facility is located. The Texas School for the Blind and the Texas School for the Deaf have been designated as school districts for funding purposes by the Texas Legislature. The Texas Education Agency neither distributed federal vocational education funds nor operated programs of vocational education for the Texas School for the Blind or the Texas School for the Deaf in the 1992 fiscal year.

The Texas Youth Commission receives federal funds to support vocational programs, services, and activities for juvenile offenders serving in correctional institutions.

The Texas Department of Corrections operates the Windham Independent School District as established by Texas Education Code Chapter 29 "Schools Within the Department of Corrections" and Texas Administrative Code Chapter 105 "Allocation of Personnel Units to the Department of Corrections." Funds to support vocational education programs are provided through the Texas Education Agency and supported in the same manner as other independent school districts. Since the Windham Independent School District is treated as all other independent school districts, it is reported in the same manner as other independent school districts (i.e., as a subrecipient).

4. Subrecipients Receiving Agency-Level Reviews:

The Division of Career and Technology Education, as an integral part of the Texas Education Agency's comprehensive monitoring plan, provides staff for Agency-level reviews of any institutions providing vocational education. In the 1992-93 monitoring year, 17 LEAs were monitored. The Texas Education Agency maintains files on each local education agency monitored, a copy of the discrepancies cited, and a copy of the corrective action taken.

A. Follow-up to Schools Monitored During 1991-92

Listed alphabetically are ISDs monitored during the 1991-92 school year for which the 1991-92 Annual Civil Rights Compliance Report indicated that corrective action was due at some date after the "Report" due date of July 1, 1992. Pages 7 through 24 list the discrepancies cited and the corrective actions received.

Corrective action plans for ISDs monitored during the 1991-92 school year have been reviewed, and completion dates have been obtained from the ISDs, where appropriate. The ISDs are required to report to the Texas Education Agency on the completion of such corrective action.

B. Independent School Districts (ISDs) Monitored During 1992-93

An alphabetical listing of the ISDs monitored is shown on pages 25-27. A listing of the ISDs monitored, a list of discrepancies or summary of findings, and the voluntary compliance and/or corrective actions taken by each institution and the technical assistance provided each district are shown on pages 29 through 54.

5. Technical Assistance Provided:

Districts selected to participate in the pilot project were notified in October 1992 of the week during which they were to be monitored during three visits. These visits were called the orientation visit, the working visit, and the on-site visit. (All visits were on site, but the final visit was specifically called the on-site visit.) During the month of November 1992, the local document was mailed to all the districts (refer to Appendix VII for sample). Communication with each district was established via telephone calls initiated by TEA staff and during the orientation visit. School personnel often called the Agency and technical assistance was provided relative to questions concerning civil rights compliance.

During the working and the on-site visits if discrepancies were identified, the monitor provided technical assistance in a preventive manner so that the discrepancy was corrected and the civil rights requirements were met. If a discrepancy was cited in the report following the on-site visit, technical assistance was provided to the appropriate school official and the district's superintendent so everyone would be in agreement on what corrective action would be necessary to clear the discrepancy.

Technical assistance was also provided to school personnel of districts that were not monitored during this program year. This assistance was provided via telephone or written requests from the district staff. This assistance was provided as a continuing preventive measure to assist schools in complying with civil rights regulations.

6. Monitoring Activities for 1992-93:

When a local education agency is found to be in noncompliance with the civil rights regulations, it is required to provide written documentation which ensures that the discrepancy has been corrected. This documentation, after approval by appropriate staff, is filed for future reference and a closure letter is issued. Through this procedure, the Texas Education Agency ensures that discrepancies do not recur.

7. Personnel Assigned to Civil Rights Compliance in Vocational Programs:

There were several personnel changes in the division responsible for compliance with civil rights in vocational programs during the past fiscal year. The changes and effective dates are outlined below:

DIVISION OF VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION
(September 1, 1992)

R. D. Bristow, Interim Senior Director
Durwin A. Hill, Program Specialist III, Results-Based Monitoring
Gary Moore, Coordinator of Civil Rights Compliance in Vocational Education
Hank Madeley, Program Specialist III

Fiscal Program Specialists II (Monitors):

- Pearl Bobo
- Laurelyn Carlisle
- Gene Coppin
- Gary Moore
- Gwen Prewit
- Ruth Neal

Elaine Schlomach, Administrative Technician II

DIVISION OF CAREER AND TECHNOLOGY EDUCATION
(January 1, 1993)

Lorraine R. Merrick, Senior Division Director (effective January 11, 1993)
R. D. Bristow, Division Director
Judith Hetherly, Vocational Education Equity Administrator
Durwin Hill, Program Specialist III, Results-Based Monitoring
Gary Moore, Coordinator of Civil Rights Compliance in Vocational Education

Program Directors:

- Neil Ballard (Retired 1/31/93)
- Sylvia Clark
- James Cogdell
- Jay Eudy
- Bob Gordon
- Judith Hetherly
- Hank Madeley
- Eleanor Mikulin (Retired 8/31/92)
- Berry Sullivan (Retired 8/31/92)
- Barbara Terrell

Occupational Education Specialists II:

- Dorothy Baum (Retired 1/31/93)
- Virginia Chancellor (Retired 9/30/92)
- David Childs
- Emmett Eary
- Kirk Edney
- Cindy Gruner
- Ted Henley (Retired 5/20/93)
- Raymont Holt
- Neil Jeter
- Gay Nell McGinnis
- Becky McClinton
- Dee Monroe
- Jerry MyCue
- Sharon Pierce

Fiscal Program Specialists II (Monitors):

Pearl Bobo
Laurelyn Carlisle (Resigned 12/31/92)
Gene Coppin
Gary Moore
Gwen Prewit
Ruth Neal

LG Ferguson, Education Program Director (Joined staff 1/11/93)
Elaine Schlomach, Administrative Technician II

8. Conclusion:

The 1992-93 program year has offered new challenges and responsibilities in vocational education in Texas. There have been several staff changes, a division name change, and a new system of monitoring that was piloted in 17 school districts representing a cross section of every type of school district in the state.

In January 1993, Lorraine R. Merrick became the senior director of the division. Under her leadership, the goals of the Career and Technology Education Division and of the Agency have been compatible with the Carl D. Perkins Vocational and Applied Technology Education Act, Amendments of 1990. The emphasis on special populations as outlined in this Act are also reflected in the Agency's goals as expressed by the Commissioner of Education, Dr. Lionel R. Meno:

- To attain excellence in student achievement for all students/learners in the Texas public schools and
- To attain equity in achievement for all students/learners in the Texas public schools.

In keeping with these goals, the commitment of the Division of Career and Technology Education to assume leadership in compliance with civil rights regulations continues to be of the highest priority.

Follow-up to 1991-92
Annual Civil Rights Compliance Report

Summary of Discrepancies Cited
and Corrective Action Taken

Follow-up to 1991-92
Annual Civil Rights Compliance Report
Summary of Discrepancies Cited and Corrective Action Taken

Anson ISD, 127-901

Discrepancy VII.C: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Apple Springs ISD, 228-905

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Section 504 and The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Asherton ISD, 064-901

Discrepancy VII.C: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Title VI, Section 504, and The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Discrepancy VIII.D: The local education agency failed to make an annual public nondiscrimination statement regarding its vocational opportunities. (Title VI)

Notice of the district's nondiscrimination policy was published in the Javelin, Thursday, June 11, 1992, and a copy was submitted to the Texas Education Agency.

Athens ISD, 107-901

Discrepancy II.O: The eligibility criteria for admission to vocational and applied technology education including vocationally funded work study are not structured to prevent discrimination. (Title VI)

A copy of the district's revised eligibility criteria for admission to vocational and applied technology education ensures equitable admission to vocational and applied technology education programs. Evidence was submitted to the Texas Education Agency.

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Section 504 and The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Discrepancy VIII.E: The local education agency does not include a notice of nondiscrimination in its recruitment information or other publications for its employees. (Title VI)

Notice of the district's nondiscrimination policy is affixed to all of the district's printed materials. The policy states that the district does not discriminate on the basis of sex, race, color, national origin, age, or handicap. The district submitted samples.

Discrepancy VIII.F: The LEA does not include a notice of nondiscrimination in its handbook, catalog, or other publications for its students. (Title VI)

Notice of the district's nondiscrimination policy is affixed to all of the district's printed materials. The policy states that the district does not discriminate on the basis of sex, race, color, national origin, or handicap. The district submitted samples.

Broaddus ISD, 203-902

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Section 504 and The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Brooks ISD, 024-901

Discrepancy II.Q-5: Some vocational programs are not readily accessible to mobility impaired students. (Section 504)

The district submitted dates when identified vocational programs would be accessible to mobility impaired students.

Discrepancy VII.G: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Section 504)

The district submitted a description of employment practices which eliminate discrimination.

Discrepancy VIII.D: The local education agency failed to make an annual public nondiscrimination statement regarding its vocational opportunities. (Title VI)

Notice of the district's nondiscrimination policy was published in the Falfurrias Facts, August 8, 1991, and a copy was submitted to the Texas Education Agency.

Carlisle ISD, 201-913

Discrepancy VII.E: Individual educational plans (IEP) for handicapped students enrolled in vocational education do not include vocational education as a component. (Section 504)

The district submitted assurance that handicapped students enrolled in vocational education will have vocational education as a component of the IEP.

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Title IX, Section 504, and The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Cedar Hill ISD, 057-904

Discrepancy II.L: The district's process for referring student applicants to potential employers for job placement and cooperative vocational and applied technology education is discriminatory. (Section 504)

The district has developed nondiscriminatory procedures for referring student applicants to potential employers. Evidence was submitted to the Texas Education Agency.

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Section 504)

The district submitted a description of employment practices which eliminate discrimination.

Discrepancy VIII.F: The LEA does not include a notice of nondiscrimination in its handbook, catalog, or other publications for its students. (Title VI)

Notice of the district's nondiscrimination policy is affixed to all of the district's printed materials. The policy states that the district does not discriminate on the basis of sex, race, color, national origin, or handicap. The district submitted samples.

Clear Creek ISD, 084-910

Discrepancy VII.G: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Comanche ISD, 047-901

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Section 504)

The district submitted a description of employment practices which eliminate discrimination.

Crandall ISD, 129-901

Discrepancy VII.C: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Discrepancy VIII.D: The local education agency failed to make an annual public nondiscrimination statement regarding its vocational opportunities. (Title VI)

Notice of the district's nondiscrimination policy was published in the C Newsletter, August 1992, and a copy was submitted to the Texas Education Agency.

Crosby ISD, 101-906

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Section 504 and The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Dilley ISD, 082-902

Discrepancy II.Q-5: Some vocational programs are not readily accessible to mobility impaired students. (Section 504)

The district submitted dates when identified vocational programs would be accessible to mobility impaired students.

Eanes ISD, 227-909

Discrepancy VII.C: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

East Chambers ISD, 036-903

Discrepancy II.Q-5: Some vocational programs are not readily accessible to mobility impaired students. (Section 504)

The district submitted dates when identified vocational programs would be accessible to mobility impaired students.

Discrepancy VII.C: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Title VI, Title IX, Section 504, and The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Discrepancy VIII.E: The local education agency does not include a notice of nondiscrimination in its recruitment information or other publications for its employees. (Title VI)

Notice of the district's nondiscrimination policy is affixed to all of the district's printed materials. The policy states that the district does not discriminate on the basis of sex, race, color, national origin, age, or handicap. The district submitted samples.

Fort Worth ISD, 220-905

Discrepancy II.Q-5: Some vocational programs are not readily accessible to mobility impaired students. (Section 504)

The district submitted dates when identified vocational programs would be accessible to mobility impaired students.

Discrepancy VI.C: Recruitment and promotional efforts create or perpetuate stereotypes or limitations. (Title IX and Section 504)

The district submitted evidence that recruitment and promotional materials which perpetuate discrimination have been eliminated.

Discrepancy VII.E: Individual educational plans (IEP) for handicapped students enrolled in vocational education do not include vocational education as a component. (Section 504)

The district submitted assurance that handicapped students enrolled in vocational education will have vocational education as a component of the IEP.

Discrepancy VII.C: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Freer ISD, 066-903

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Section 504 and The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Goree ISD, 138-901

Discrepancy II.Q-5: Some vocational programs are not readily accessible to mobility impaired students. (Section 504)

The district submitted dates when identified vocational programs would be accessible to mobility impaired students.

Discrepancy VII.C: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Section 504)

The district submitted a description of employment practices which eliminate discrimination.

Discrepancy VIII.E: The local education agency does not include a notice of nondiscrimination in its recruitment information or other publications for its employees. (Title VI)

Notice of the district's nondiscrimination policy is affixed to all of the district's printed materials. The policy states that the district does not discriminate on the basis of sex, race, color, national origin, age, or handicap. The district submitted samples.

Hamlin ISD, 127-903

Discrepancy VII.C: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Discrepancy VIII.D: The local education agency failed to make an annual public nondiscrimination statement regarding its vocational opportunities. (Title VI)

Notice of the district's nondiscrimination policy was published in The Hamlin Herald, September 17, 1992, and a copy was submitted to the Texas Education Agency.

Hays Consolidated ISD, 105-906

Discrepancy VII.C: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Hedley ISD, 065-902

Discrepancy II.Q-5: Some vocational programs are not readily accessible to mobility impaired students. (Section 504)

The district submitted dates when identified vocational programs would be accessible to mobility impaired students.

Hermleigh ISD, 208-901

Discrepancy VIII.F: The LEA does not include a notice of nondiscrimination in its handbook, catalog, or other publications for its students. (Title VI)

Notice of the district's nondiscrimination policy is affixed to all of the district's printed materials. The policy states that the district does not discriminate on the basis of sex, race, color, national origin, or handicap. The district submitted samples.

Houston ISD, 101-912

Discrepancy II.P: Local academic requirements for access to vocational programs include requirements other than those that can be demonstrated as essential to the program of instruction or for licensure. (Title VI)

The district submitted evidence that only academic requirements essential to success in the program are prerequisites for entrance.

Discrepancy VII.E: Individual educational plans (IEP) for handicapped students enrolled in vocational education do not include vocational education as a component. (Section 504)

The district submitted assurance that handicapped students enrolled in vocational education will have vocational education as a component of the IEP.

Discrepancy VIII.F: The LEA does not include a notice of nondiscrimination in its handbook, catalog, or other publications for its students. (Title VI)

Notice of the district's nondiscrimination policy is affixed to all of the district's printed materials. The policy states that the district does not discriminate on the basis of sex, race, color, national origin, or handicap. The district submitted samples.

Hudson ISD, 003-902

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Junction ISD, 134-901

Discrepancy VII.C: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

La Pryor ISD, 254-902

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Support of Privacy Act)

The district submitted a description of employment practices which eliminate discrimination.

Lipan ISD, 111-902

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Title VI, Title IX, and The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Mansfield ISD, 220-908

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Mathis ISD, 205-904

Discrepancy VII.C: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Merkel ISD, 221-904

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Section 504 and The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Discrepancy VIII.F: The LEA does not include a notice of nondiscrimination in its handbook, catalog, or other publications for its students. (Title VI)

Notice of the district's nondiscrimination policy is affixed to all of the district's printed materials. The policy states that the district does not discriminate on the basis of sex, race, color, national origin, or handicap. The district submitted samples.

Mesquite ISD, 057-914

Discrepancy II.Q-5: Some vocational programs are not readily accessible to mobility impaired students. (Section 504)

The district submitted dates when identified vocational programs would be accessible to mobility impaired students.

Discrepancy VII.E: Individual educational plans (IEP) for handicapped students enrolled in vocational education do not include vocational education as a component. (Section 504)

The district submitted assurance that handicapped students enrolled in vocational education will have vocational education as a component of the IEP.

Discrepancy VII.G: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Pearland ISD, 020-908

Discrepancy VII.C: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Richards ISD, 093-905

Discrepancy II.Q-5: Some vocational programs are not readily accessible to mobility impaired students. (Section 504)

The district submitted a dated plan for assuring access for handicapped students.

Roby ISD, 076-903

Discrepancy VII.C: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Rule ISD, 104-903

Discrepancy VII.C: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Somerville ISD, 026-902

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Title VI, Title IX, Section 504, and The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Discrepancy VIII.F: The LEA does not include a notice of nondiscrimination in its handbook, catalog, or other publications for its students. (Title VI)

Notice of the district's nondiscrimination policy is affixed to all of the district's printed materials. The policy states that the district does not discriminate on the basis of sex, race, color, national origin, or handicap. The district submitted samples.

Southwest ISD, 015-912

Discrepancy VI.B: The district does not have counseling resources available to communicate effectively with students. (Title VI)

The district submitted an assurance that counseling resources will be provided for students with LEP and/or hearing impairments.

Discrepancy VI.D: Handicapped and limited English proficient (LEP) students are not provided special services conducted under the supervision of certified counselors. (Title VI)

The district submitted an assurance that counseling resources under the supervision of certified counselors will be provided for handicapped and limited English proficient (LEP) students.

Discrepancy VII.H: Vocational assessment data indicate that special services for LEP students are needed; however, the services are not being provided. (Title VI)

The district provided assurance that special services identified through a vocational assessment will be provided for LEP students.

Stephenville ISD, 072-903

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Title IX, Section 504, and The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Texarkana ISD, 019-907

Discrepancy VI.D: Handicapped and limited English proficient (LEP) students are not provided special services conducted under the supervision of certified counselors. (Title VI)

The district submitted an assurance that counseling resources under the supervision of certified counselors will be provided for handicapped and limited English proficient (LEP) students.

Texas Youth Council, 227-608

The Texas Youth Council is scheduled for a compliance monitoring visit on June 8-19, 1992. Results of that visit will be reported in the 1992-93 Annual OCR Report.

There were no Office for Civil Rights discrepancies cited.

Tolar ISD, 111-903

Discrepancy VII.G: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Troup ISD, 212-904

Discrepancy II.Q-5: Some vocational programs are not readily accessible to mobility impaired students. (Section 504)

The district submitted dates when identified vocational programs would be accessible to mobility impaired students.

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Title VI, Title IX, Section 504, and The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Discrepancy VIII.E: The local education agency does not include a notice of nondiscrimination in its recruitment information or other publications for its employees. (Title VI)

Notice of the district's nondiscrimination policy is affixed to all of the district's printed materials. The policy states that the district does not discriminate on the basis of sex, race, color, national origin, age, or handicap. The district submitted samples.

Uvalde Consolidated ISD, 232-903

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Title VI, Title IX, and Section 504)

The district submitted a description of employment practices which eliminate discrimination.

Vidor ISD, 181-907

Discrepancy VII.E: Individual educational plans (IEP) for handicapped students enrolled in vocational education do not include vocational education as a component. (Section 504)

The district submitted assurance that handicapped students enrolled in vocational education will have vocational education as a component of the IEP.

Discrepancy VII.C: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

West Orange-Cove Consolidated ISD, 181-906

Discrepancy VII.C: LEP students have not received a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational and applied technology education program. (Title VI)

The district submitted documentation assuring that LEP students will receive a vocational assessment of their interests, aptitudes, and special needs prior to entering a vocational education program.

Winona ISD, 212-910

Discrepancy VIII.A: The district employment and promotion policies, procedures, and practices discriminate against employees and/or applicants. (Title VI, Title IX, Section 504, and The Age Discrimination Act)

The district submitted a description of employment practices which eliminate discrimination.

Discrepancy VIII.E: The local education agency does not include a notice of nondiscrimination in its recruitment information or other publications for its employees. (Title VI)

Notice of the district's nondiscrimination policy is affixed to all of the district's printed materials. The policy states that the district does not discriminate on the basis of sex, race, color, national origin, age, or handicap. The district submitted samples.

Independent School Districts (ISDs)
Monitored During 1992-93

Independent School Districts (ISDs)
Monitored During 1992-93

1.	071-906	Anthony ISD
2.	227-901	Austin ISD
3.	200-901	Ballinger ISD
4.	013-901	Beeville ISD
5.	249-903	Bridgeport ISD
6.	050-910	Copperas Cove ISD
7.	171-901	Dumas ISD
8.	068-901	Ector County ISD
9.	001-903	Elkhart ISD
10.	057-909	Garland ISD
11.	015-904	Harlandale ISD
12.	108-905	Hidalgo ISD
13.	236-902	Huntsville ISD
14.	054-903	Ralls ISD
15.	237-905	Royal ISD
16.	012-901	Seymour ISD
17.	158-906	Van Vleck ISD

Technical Assistance Provided

1992-93

GARY MOORE

SEYMOUR ISD, 012-901

TECHNICAL ASSISTANCE PROVIDED:

Developing procedures to ensure that all students have equal access to a full range of vocational programs. (Title VI, Title IX, and Section 504)

Ensuring that all students and parents are provided information concerning opportunities available and eligibility for enrollment in vocational education. (Title VI)

Assisting with publishing annual nondiscrimination statement and including it in district's printed materials. (Title VI)

Assisting in ensuring nondiscrimination in eligibility criteria for admission to vocational education. (Title VI, Title IX, and Section 504)

Ensuring that locations, facilities, and programs for vocational education are accessible to all students. (Title VI)

Assisting in eliminating discrimination due to physical structure. (Title VI, Title IX, and Section 504)

Ensuring program accessibility to mobility impaired students. (Section 504)

Assisting in the development of grievance procedures for students and/or employees. (Title VI)

Assisting district in policy development for placement of handicapped students in regular vocational programs. (Section 504)

Assisting district to ensure comparable facilities for both sexes. (Title IX)

Ensuring nondiscrimination toward employees and/or applicants in accordance with Section 504 of the Rehabilitation Act of 1973. (Title VI)

Technical assistance consisted of consultation on OCR issues and suggestions for preventive measures. (Title VI, Title IX, Section 504, and The Age Discrimination Act)

ON-SITE VISIT:

Discrepancies:

Part I(C) - None

Data Verification - III.B-1 Access - Nondiscrimination notice was not available to persons with limited English skills in the community's primary language and did not ensure that the lack of English language skills will not be a barrier to enrollment.

Action Taken: All required components will be included in the nondiscrimination notice when published in August.

LOCAL SUMMARY:

Discrepancies:

None

Action Taken:

N/A

GWEN PREWIT

ECTOR COUNTY ISD, 068-901

TECNICAL ASSISTANCE PROVIDED:

Ensuring that all students and parents are provided information concerning opportunities available and eligibility for enrollment in vocational education. (Title VI)

Technical assistance consisted of consultation on OCR issues and suggestions for preventive measures. (Title VI, Title IX, Section 504, and The Age Discrimination Act)

Discussions were held with all campus principals and teams about career counseling and vocational planning. (Title VI)

ON-SITE VISIT:

Discrepancies:
  Part I(C) - None
  Data Verification - None

Action Taken:
  N/A

LOCAL SUMMARY:

Discrepancies:
  None

Action Taken:
  N/A

GWEN PREWIT

BRIDGEPORT ISD, 249-903

TECHNICAL ASSISTANCE PROVIDED:

Assisting the district to ensure consideration of modifications needed for handicapped students. (Section 504)

Technical assistance consisted of consultation on OCR issues and suggestions for preventive measures. (Title VI, Title IX, Section 504, and The Age Discrimination Act)

ON-SITE VISIT:

Discrepancies:

Part I(C) - C-3 Based on the vocational interest and aptitude assessment data, has the district planned and provided special services necessary for students who are members of special populations to participate in vocational and applied technology education?

Data Verification - None

Action Taken:

Tests were administered and are beginning to be used for placement activities.

LOCAL SUMMARY:

Discrepancies:

IEP and ARD Development

Action Taken:

Vocational representation added to ARD meetings and cooperative development of IEPs.

RUTH NEAL

BEEVILLE ISD, 013-901

TECHNICAL ASSISTANCE PROVIDED:

Developing procedures to ensure that all students have equal access to a full range of vocational programs. (Title VI, Title IX, and Section 504)

Assisting the LEA to ensure equal access and support services to handicapped students. (Section 504)

Assisting in developing nondiscriminatory processes for student referral to potential employers. (Title VI, Title IX, and Section 504)

Assisting in developing procedures for the pre-enrollment assessment of the vocational interests, aptitudes, and special vocational needs of LEP students. (Title VI)

ON-SITE VISIT:

Discrepancies:
Part I(C) - None
Data Verification - None

Action Taken:
N/A

LOCAL SUMMARY:

Discrepancies:
None

Action Taken:
N/A

DURWIN HILL

GARLAND ISD, 057-909

TECHNICAL ASSISTANCE PROVIDED:

Even though the district had no OCR discrepancies, I provided the following technical assistance.

Assisting the LEA to ensure equal access and support services to handicapped students. (Section 504)

Assisting the district to ensure consideration of modifications needed for handicapped students. (Section 504)

Ensuring that recruitment, promotional, and counseling materials and resources which are nondiscriminatory are provided for all students. (Title VI, Title IX, and Section 504)

Technical assistance consisted of consultation on OCR issues and suggestions for preventive measures. (Title VI, Title IX, Section 504, and The Age Discrimination Act)

ON-SITE VISIT:

Discrepancies:
Part I(C) - None
Data Verification - None

Action Taken:
N/A

LOCAL SUMMARY:

Discrepancies:
None

Action Taken:
N/A

HANK MADELEY

HUNTSVILLE ISD, 236-902

TECHNICAL ASSISTANCE PROVIDED:

Ensuring that all students and parents are provided information concerning opportunities available and eligibility for enrollment in vocational education. (Title VI)

Assisting with publishing annual nondiscrimination statement and including it in district's printed materials. (Title VI)

Assisting in ensuring nondiscrimination in eligibility criteria for admission to vocational education. (Title VI, Title IX, and Section 504)

Ensuring program accessibility to mobility impaired students. (Section 504)

Ensuring that only academic requirements essential to program success are prerequisites for entrance. (Title VI, Title IX, and Section 504)

Assisting district to ensure comparable facilities for handicapped students. (Section 504)

Technical assistance consisted of consultation on OCR issues and suggestions for preventive measures. (Title VI, Title IX, Section 504, and The Age Discrimination Act)

ON-SITE VISIT:

Discrepancies:
Part I(C) - None
Data Verification - B-7 The LEA had disseminated, prior to the beginning of the current year, the required nondiscrimination public notice to students, parents, employees, and the general public; however, it did not include the statement that the lack of English language skills will not be a barrier to enrollment.

Action Taken: Assurance was given that the LEA will include the English language skills statement next year, August 1993, in the required nondiscrimination public notice.

LOCAL SUMMARY:

Discrepancies:
None

Action Taken:
N/A

GENE COPPIN

ELKHART ISD, 001-903

TECHNICAL ASSISTANCE PROVIDED:

Developing procedures to ensure that all students have equal access to a full range of vocational programs. (Title VI, Title IX, and Section 504)

Ensuring that all students and parents are provided information concerning opportunities available and eligibility for enrollment in vocational education. (Title VI)

Assisting with publishing annual nondiscrimination statement and including it in district's printed materials. (Title VI)

Ensuring that locations, facilities, and programs for vocational education are accessible to all students. (Title VI)

Ensuring program accessibility to mobility impaired students. (Section 504)

Assisting in the development of grievance procedures for students and/or employees. (Title VI)

Assisting in developing nondiscriminatory processes for student referral to potential employers. (Title VI, Title IX, and Section 504)

Assisting in developing procedures for the pre-enrollment assessment of the vocational interests, aptitudes, and special vocational needs of LEP students. (Title VI)

Assisting in eliminating discrimination due to physical structure. (Title VI, Title IX, and Section 504)

Assisting the LEA to ensure equal access and support services to handicapped students. (Section 504)

Ensuring nondiscrimination toward employees and/or applicants in accordance with Section 504 of the Rehabilitation Act of 1973. (Title VI)

ON-SITE VISIT:

Discrepancies:
- Part I(C) - None
- Data Verification - None

Action Taken:
- N/A

LOCAL SUMMARY:

Discrepancies:
- None

Action Taken:
- N/A

GENE COPPIN

COPPERAS COVE ISD, 050-910

TECHNICAL ASSISTANCE PROVIDED:

Developing procedures to ensure that all students have equal access to a full range of vocational programs. (Title VI, Title IX, and Section 504)

Ensuring that all students and parents are provided information concerning opportunities available and eligibility for enrollment in vocational education. (Title VI)

Assisting with publishing annual nondiscrimination statement and including it in district's printed materials. (Title VI)

Ensuring that locations, facilities, and programs for vocational education are accessible to all students. (Title VI)

Ensuring program accessibility to mobility impaired students. (Section 504)

Assisting in the development of grievance procedures for students and/or employees. (Title VI)

Assisting in developing nondiscriminatory processes for student referral to potential employers. (Title VI, Title IX, and Section 504)

Assisting in developing procedures for the pre-enrollment assessment of the vocational interests, aptitudes, and special vocational needs of LEP students. (Title VI)

Assisting in eliminating discrimination due to physical structure. (Title VI, Title IX, and Section 504)

Assisting the LEA to ensure equal access and support services to handicapped students. (Section 504)

Ensuring nondiscrimination toward employees and/or applicants in accordance with Section 504 of the Rehabilitation Act of 1973. (Title VI)

Copperas Cove ISD, continued

ON-SITE VISIT:

Discrepancies:
Part I(C) - None
Data Verification - None

Action Taken:
N/A

LOCAL SUMMARY:

Discrepancies:
None

Action Taken:
N/A

GARY MOORE

BALLINGER ISD, 200-901

TECHNICAL ASSISTANCE PROVIDED:

Developing procedures to ensure that all students have equal access to a full range of vocational programs. (Title VI, Title IX, and Section 504)

Ensuring that all students and parents are provided information concerning opportunities available and eligibility for enrollment in vocational education. (Title VI)

Ensuring that special services are provided by trained counselors for students to participate in vocational programs. (Title VI, Title IX, and Section 504)

Ensuring that locations, facilities, and programs for vocational education are accessible to all students. (Title VI)

Assisting in eliminating discrimination due to physical structure. (Title VI, Title IX, and Section 504)

Ensuring program accessibility to mobility impaired students. (Section 504)

Ensuring that recruitment, promotional, and counseling materials and resources which are nondiscriminatory are provided for all students. (Title VI, Title IX, and Section 504)

Preparing documentation for and/or responding to civil rights discrepancies cited in TEA on-site monitoring visit. (Title VI, Title IX, and Section 504)

Technical assistance consisted of consultation on OCR issues and suggestions for preventive measures. (Title VI, Title IX, Section 504, and The Age Discrimination Act)

ON-SITE VISIT:

Discrepancies:
Part I(C) - None
Data Verification - None

Action Taken:
Verified during visit that ramp to the Agriculture Building had been installed and no further action required.

LOCAL SUMMARY:

Discrepancies: B-10 The site locations of vocational education facilities do not provide equal access to persons on the basis of race, color, sex, national origin, or handicap.

Action Taken: The district assured that ramps to the agricultural education building will be up to standards by March 1. (Sight verification of correction action regarding ramp into Agriculture Building was achieved.)

RUTH NEAL

VAN VLECK ISD, 158-906

TECHNICAL ASSISTANCE PROVIDED:

Ensuring that all students and parents are provided information concerning opportunities available and eligibility for enrollment in vocational education. (Title VI)

Ensuring program accessibility to mobility impaired students. (Section 504)

Assisting the district to ensure that auxiliary aids and services identified in the IEP are provided. (Section 504)

Preparing documentation for and/or responding to civil rights discrepancies cited in TEA on-site monitoring visit. (Title VI, Title IX, and Section 504)

Assisting in developing procedures for the pre-enrollment assessment of the vocational interests, aptitudes, and special vocational needs of LEP students. (Title VI)

Ensuring that special services are provided by trained counselors for students to participate in vocational programs. (Title VI, Title IX, and Section 504)

Assisting the district to ensure consideration of modifications needed for handicapped students. (Section 504)

Assisting with publishing annual nondiscrimination statement and including it in district's printed materials. (Title VI)

ON-SITE VISIT:

Discrepancies:

Part I(C) -

B-2 Modifications are consistent in vocational and academic education and have been addressed appropriately to meet student needs as addressed in the IEP for handicapped students.

B-12 All vocational programs are readily accessible to mobility impaired students.

C-3 Based on the vocational interest and aptitude assessment data, the district has planned and provided special services necessary for students who are members of special populations to participate in vocational and applied technology education programs.

D-8 The IEP for each handicapped student enrolled through the ARD process in vocational and applied technology education includes: specific vocational and applied technology programs in which the student is enrolled, any modifications of vocational and applied technology education program goals or objectives or a statement that modifications were considered by the ARD, evidence that modifications for vocational and applied technology education courses are consistent with modifications for academic courses, any modifications of instructional equipment or a statement that modifications were considered by the ARD and found not necessary, any modifications of the manner in which the course is offered or a statement that modifications were considered by the ARD and found not necessary, and related aids and/or support services or a statement that these were considered by the ARD and found not necessary.

Data Verification - None

Action Taken:

All corrective action was completed and verified during the on-site visit including the on-site verification of a new ramp that gives access to the mobility impaired. No additional documentation is required.

LOCAL SUMMARY:

Discrepancies:

B-2, B-12, C-3, D-8 (Same as on-site)

Action Taken:

B-2 Use check list for modifications for special education students.

B-12 Construct ramp entering west entrance of high school by 2/26/93.

C-3 Board policy will be developed.

D-8 Teacher will review assignment data by means of a special needs sheet to cooperatively develop a written recommendation for appropriate vocational placement. More specifics in listing vocational course descriptions.

RUTH NEAL

RALLS ISD, 054-903

TECHNICAL ASSISTANCE PROVIDED:

Assisting the LEA to ensure equal access and support services to handicapped students. (Section 504)

Ensuring program accessibility to mobility impaired students. (Section 504)

Assisting in developing procedures for the pre-enrollment assessment of the vocational interests, aptitudes, and special vocational needs of LEP students. (Title VI)

ON-SITE VISIT:

Discrepancies:

Part I(C) - B-8 All vocational and applied technology education facilities are open to all students in the district or service area and are not limited to students of one race, national origin, sex, or handicap.

Data Verification - None

Action Taken:

Multi-cultural and gender training for all staff has begun and will be scheduled regularly in the future. No additional documentation is required.

LOCAL SUMMARY:

Discrepancies:

None

Action Taken:

N/A

GWEN PREWIT

AUSTIN ISD, 227-901

TECHNICAL ASSISTANCE PROVIDED:

Ensuring that locations, facilities, and programs for vocational education are accessible to all students. (Title VI)

Ensuring program accessibility to mobility impaired students. (Section 504)

Assisting the LEA to ensure equal access and support services to handicapped students. (Section 504)

Assisting in developing procedures for the pre-enrollment assessment of the vocational interests, aptitudes, and special vocational needs of LEP students. (Title VI)

ON-SITE VISIT:

Discrepancies:
Part I(C) - None
Data Verification - None

Action Taken:
N/A

LOCAL SUMMARY:

Discrepancies:
None

Action Taken:
N/A

GENE COPPIN

HIDALGO ISD, 108-905

TECHNICAL ASSISTANCE PROVIDED:

Developing procedures to ensure that all students have equal access to a full range of vocational programs. (Title VI, Title IX, and Section 504)

Ensuring that all students and parents are provided information concerning opportunities available and eligibility for enrollment in vocational education. (Title VI)

Assisting with publishing annual nondiscrimination statement and including it in district's printed materials. (Title VI)

Ensuring that locations, facilities, and programs for vocational education are accessible to all students. (Title VI)

Ensuring program accessibility to mobility impaired students. (Section 504)

Assisting in the development of grievance procedures for students and/or employees. (Title VI) Assisting in the development of grievance procedures for students and/or employees. (Title VI)

Assisting in developing nondiscriminatory processes for student referral to potential employers. (Title VI, Title IX, and Section 504)

Assisting in developing procedures for the pre-enrollment assessment of the vocational interests, aptitudes, and special vocational needs of LEP students. (Title VI)

Assisting in eliminating discrimination due to physical structure. (Title VI, Title IX, and Section 504)

Assisting the LEA to ensure equal access and support services to handicapped students. (Section 504)

Ensuring nondiscrimination toward employees and/or applicants in accordance with Section 504 of the Rehabilitation Act of 1973. (Title VI)

ON-SITE VISIT:

Discrepancies:
Part I(C) - None
Data Verification - None

Action Taken:
N/A

LOCAL SUMMARY:

Discrepancies:
None

Action Taken:
N/A

GWEN PREWIT

DUMAS ISD, 171-901

TECHNICAL ASSISTANCE PROVIDED:

Ensuring that all students and parents are provided information concerning opportunities available and eligibility for enrollment in vocational education. (Title VI)

Assisting with publishing annual nondiscrimination statement and including it in district's printed materials. (Title VI)

Ensuring program accessibility to mobility impaired students. (Section 504)

Preparing documentation for and/or responding to civil rights discrepancies cited in TEA on-site monitoring visit. (Title VI, Title IX, and Section 504)

Assisting in developing procedures for the pre-enrollment assessment of the vocational interests, aptitudes, and special vocational needs of LEP students. (Title VI)

Technical assistance consisted of consultation on OCR issues and suggestions for preventive measures. (Title VI, Title IX, Section 504, and The Age Discrimination Act)

ON-SITE VISIT:

Discrepancies:
Part I(C) - None

Data Verification - B-1 The LEA had disseminated, prior to the beginning of the current school year, the required nondiscrimination public notice to students, parents, employees, and the general public; however it was not available to persons with limited English skills in the community's primary language. Also, if employment is included, nondiscrimination on the basis of age must also be included.

Action Taken: The district will publish the required nondiscrimination public notice in Spanish during the summer of 1993.

LOCAL SUMMARY:

Discrepancies:
None

Action Taken:
N/A

DURWIN HILL

HARLANDALE ISD, 015-904

TECHNICAL ASSISTANCE PROVIDED:

Note: We only monitored and worked with Harlandale High School. This was the only high school which participated in the pilot for this year. Even though the district had no OCR discrepancies, I provided the following technical assistance.

Technical assistance consisted of consultation on OCR issues and suggestions for preventive measures. (Title VI, Title IX, Section 504, and The Age Discrimination Act)

Developing procedures to ensure that all students have equal access to a full range of vocational programs. (Title VI, Title IX, and Section 504)

Assisting the LEA to ensure equal access and support services to handicapped students. (Section 504)

ON-SITE VISIT:

Discrepancies:
  Part I(C) - None
  Data Verification - None

Action Taken:
  N/A

LOCAL SUMMARY:

Discrepancies:
  None

Action Taken:
  N/A

RUTH NEAL

ANTHONY ISD, 071-906

TECHNICAL ASSISTANCE PROVIDED:

Next year there will be a student who is in a wheelchair who will be taking cooking and sewing. I gave technical assistance concerning stove, oven, and sewing machine. (Section 504)

Assisting in eliminating discrimination due to physical structure. (Title VI, Title IX, and Section 504)

Assisting the LEA to ensure equal access and support services to handicapped students. (Section 504)

Technical assistance consisted of consultation on OCR issues and suggestions for preventive measures. (Title VI, Title IX, Section 504, and The Age Discrimination Act)

Assisting in developing procedures for the pre-enrollment assessment of the vocational interests, aptitudes, and special vocational needs of LEP students. (Title VI)

ON-SITE VISIT:

Discrepancies:
  Part I(C) - None
  Data Verification - None

Action Taken:
  N/A

LOCAL SUMMARY:

Discrepancies:
  None

Action Taken:
  N/A

GWEN PREWIT

ROYAL ISD 237-905

TECHNICAL ASSISTANCE PROVIDED:

The high school did have access for the mobility impaired; however, an additional ramp was suggested for more convenience to the high school entrance. (Section 504)

Assisting in eliminating discrimination due to physical structure. (Title VI, Title IX, and Section 504)

Preparing documentation for and/or responding to civil rights discrepancies cited in TEA on-site monitoring visit. (Title VI, Title IX, and Section 504)

Technical assistance consisted of consultation on OCR issues and suggestions for preventive measures. (Title VI, Title IX, Section 504, and The Age Discrimination Act)

ON-SITE VISIT:

Discrepancies:

Part I(C) - None

Data Verification - B-7 The LEA had disseminated the required nondiscrimination public notice to students, parents, employees, and the general public; however, the notification did not contain a brief summary of vocational program offerings and admission criteria.

Action Taken: The district assured that the required nondiscrimination public notice will contain a brief summary of vocational program offerings and admission criteria in the next edition.

LOCAL SUMMARY:

Discrepancies:

None

Action Taken:

N/A

APPENDIX I

OVERVIEW OF THE RESULTS-BASED MONITORING SYSTEM PILOTED IN TEXAS DURING 1992-93

A new system of monitoring school districts for compliance and program excellence was piloted in Texas during the 1992-93 school year. Although the compliance monitoring system underwent extensive change during this pilot year, the requirements for compliance did not change. Title 34 of the Code of Federal Regulations Section 80.40 specifies that the state must "assure compliance with applicable federal requirements and that performance goals are being achieved." Full compliance with the requirements of Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and The Age Discrimination Act of 1975, as amended, was not compromised in the monitoring procedures utilized by the Texas Education Agency during this pilot year. These regulations were fully reviewed in the 17 school districts that were monitored.

The compliance monitoring system used for the past several years helped local education agencies (LEAs) to identify and eliminate systemic problems. This was very appropriate; however, new challenges now face Texas schools. The challenges of providing excellence and equity to all students can best be met by evaluating the performance goals of the programs offered by LEAs as well as the compliance of the LEAs with appropriate state and federal rules, regulations, and laws.

The results-based monitoring system offered a true shift in priorities. Instead of being process oriented only, results-based monitoring focused on program excellence indicators as well as compliance indicators which included the critical protection of fiscal integrity and students' due process rights. Instead of a single method of review, multiple methods were used to review LEA performance. Instead of technical assistance being provided primarily as a post-monitoring activity, results-based monitoring provided leadership technical assistance to LEAs as well as technical assistance requested by LEAs. The leadership technical assistance which is proactive rather than reactive provided technical assistance in quality of programs in the LEAs and thus should have a more effective impact on the desired improvements of the achievements of the students.

Technical assistance is one of the five major components of the results-based monitoring system. While ensuring compliance and empowering LEAs to assume ongoing responsibility for compliance, the second major component and the foundation for the system's change is the additional focus on program performance using the Academic Excellence Indicator System (AEIS) and various program excellence indicators that will serve to evaluate the effectiveness of the LEA's special programs and instruction. These indicators, as well as the other results-based monitoring system components, were developed with input from the field. Further opportunities for stakeholders to provide input, formally and informally, are a critical key to the success of the system's change. The other components are described below:

- An Agency desk review component which will monitor compliance as well as program performance by evaluating and analyzing various sources of data, i.e., Public Education Information Management System (PEIMS) and Academic Excellence Indicator System;

- A local review component in which empowered LEAs will assess their programs' compliance as well as the performance of their programs using the local assessment document described earlier;

- An on-site review component which will consist of two types of visits: (1) visits to provide assistance when potential problems are identified through the desk and/or local assessment reviews and (2) visits to verify data submitted to the Agency that will be used to assess the LEA's compliance and program performance.

The results-based monitoring system focuses on Academic Excellence Indicator System (AEIS) data disaggregated by special program to assist in the elimination of equity gaps in student performance. In addition, through an annual review of the computer data base of school district statistics, a more thorough and current analysis of student achievement and LEA compliance can be achieved by the Agency staff. Feedback and technical assistance to school personnel will be more immediate and thus more beneficial to the schools and the students they serve. The Agency goal of excellence and equity for all Texas school students will progress more rapidly than if the results-based monitoring system had not been instituted.

Several advantages of the results-based monitoring system were discovered during this pilot year. More district personnel became involved with the monitoring process. During the local effort, teachers participated in the review of program excellence and compliance indicators. Many of the teachers reported that this was the first time they understood the method of monitoring used by the Texas Education Agency.

Personnel from the 20 regional education service centers (ESCs) were used "up front" in the review process. This gave them greater participation in the monitoring procedure and strengthened the relationship between the ESC personnel and the district staff. Since the ESC staff members are program oriented and are located in closer proximity to the school districts, their participation should lead to more immediate responses to technical assistance requests in the future.

Participation also increased on the part of the parents and community business leaders. The results-based monitoring process required and encouraged utilization of these persons in the review of the indicators and the discussion of any that revealed performance below established standards.

Lastly, it was observed during the on-site visits that student performance that was determined to be below standard in one program was many times below standard in all programs and was caused by systemic problems that were districtwide. This led to greater sharing of information between programs and cooperation in finding solutions that would lead to increased student achievement.

APPENDIX II

TEXAS
EDUCATION
AGENCY 1701 NORTH CONGRESS AVENUE • AUSTIN, TEXAS 78701-1494 • (512) 463-9734

December 15, 1992

Mr. Richard Foster, Acting Director
Program Operations Division
U. S. Department of Education
Mary E. Switzer Building
330 C Street, S. W.
Washington, D. C. 20202

Dear Mr. Foster:

There are many changes being instituted at the Texas Education Agency to achieve excellence and equity for all students. The manner in which school districts are monitored for compliance is currently undergoing a complete change to meet the challenges that face educators today. Beginning in 1993-94, the Texas Education Agency will use a new results-based monitoring (RBM) system which will identify a district's compliance with federal and state laws and regulations as well as assess a program's quality. The new system is being piloted in 1992-93. Because of the extensive, proactive changes that the monitoring process is undergoing this year, the Agency requests a waiver from the Texas Methods of Administration (MOA) plan for the 1992-93 fiscal year during the pilot year.

During the 1992-93 pilot year, 17 school districts have been chosen to be pilot districts for the implementation of the RBM system. These districts represent a diversity of schools based on factors such as student population, urban or rural location in Texas, ethnic enrollment, and property wealth. During the pilot year, these school districts will be monitored in several ways. First, they will be desk audited using various data collected via the Public Education Information Management System (PEIMS). These data are stored on the Agency mainframe computer, and comparison reports will be reviewed throughout the year. Second, a local monitoring instrument will be completed by personnel in each district and returned to the Agency for review. Third, each district will be monitored on site for verification of data and for specific purposes based upon possible discrepancies that were determined through the desk review and the local document. The on-site method is being called a "focused" monitoring visit. If a district has significant problems, a full compliance visit may be warranted and will include monitors from affected programs.

Be assured that all compliance items relative to civil rights currently being monitored will be monitored on site in these 17 pilot districts during the 1992-93 school year and will continue to be monitored after the pilot year through multiple administrative RBM components. Thus, the waiver is only for one year, reducing the number of districts subject to review to 17. Please note that Texas has greatly exceeded the minimum number of districts required to be monitored on site for the past five years.

This pilot year is needed in order to train staff and receive feedback from district personnel to determine which monitoring methods will be the most efficient to determine compliance and ensure the quality of vocational programs in Texas. After the pilot year, all districts will be desk monitored every year, one-fifth of the districts will be monitored through the local process, and approximately 1/6 of the districts will receive on-site visits to verify the LEA compliance and program performance data. If the Methods of Administration Plan needs to be revised in light of new monitoring methods in Texas, this can be accomplished prior to the beginning of the 1993-1994 fiscal year.

Please respond at your earliest convenience if this request will be honored so that plans for the current year can be finalized and the Agency can continue to strive for excellence and equity for all Texas students in vocational programs. Thank you for your consideration of this matter.

Sincerely,

Lionel R. Meno
Commissioner of Education

bcc: J. R. Cummings
Madeleine Draeger Manigold
James A. Johnson
Shirley Weaver
R. D. Bristow
Durwin Hill
Gary Moore

APPENDIX III

THE STATE OF TEXAS

Texas
Education
Agency

6995

1701 NORTH CONGRESS AVENUE AUSTIN, TEXAS 78701-1494 (512) 463-9734

August 28, 1992

DATED
MATERIAL

TO THE ADMINISTRATOR ADDRESSED:

SUBJECT: **Invitation to Participate in Outcome-Based Monitoring Pilot and Leadership Initiative in Programs and Instruction**

In the past, the Texas Education Agency used a compliance monitoring system which helped districts identify and eliminate systemic procedural problems. This was very appropriate for the time; however, new challenges now face Texas schools. It is appropriate that the monitoring process change to meet today's challenges of ensuring excellence and equity for all students. In providing a fresh, new look at compliance monitoring, the Agency, in partnership with stakeholders, has taken a leadership role to meet the challenge of eliminating the existing equity gap in student learning in the state of Texas. The new monitoring initiative is known as the Outcome-Based Monitoring (OBM) system. The Agency will be piloting this new system during the 1992-93 school year and is extending an invitation to districts to participate in the 1992 Outcome-Based Monitoring Pilot. Districts participating in the pilot will be helping in the development of an innovative OBM system that ensures compliance as well as quality program performance.

The Leadership in Special Programs (LSP) initiative which used experts from various school districts to assist Agency staff in the previous monitoring process has been an overwhelming success. Agency, as well as district, staff learned the monitoring process side by side. Because of the success of this program, it will be continued during the upcoming year. With the new OBM system, a new name has been given to the leadership program. The LSP Initiative will now be known as the Leadership Initiative in Programs and Instruction (LIPI). Because of the new OBM system and the start of the pilot, participation in the LIPI will have new guidelines and requirements (see enclosure). The monitoring roles of Agency staff and the LIPI participants will be more comprehensive in scope. Monitoring visits for LIPI participants include pilot on-site focused monitoring as well as pilot data verification visits. These two types of visits are designed to assist districts in closing the achievement gap and attaining equity and excellence for all students.

An invitation is being extended to all districts to participate in the pilot project for Outcome-Based Monitoring and/or the Leadership Initiative in Programs and Instruction. Districts may choose to participate in one or both of the programs. Districts participating in either effort will receive extensive training to ensure successful implementation. To indicate an interest in either initiative, please return the enclosed forms. Forms should be returned to the address indicated by September 21, 1992. If more information is required, please feel free to contact Ms. Shirley Weaver, Director of Outcome-Based Monitoring, and/or Ms. Carolyn Young, Executive Assistant and contact for LIPI, at (512) 463-9281.

Sincerely,

Jay Cummings

J. R. Cummings
Executive Deputy Commissioner
for Programs and Instruction

JRC:SW:jai

Enclosures

APPENDIX IV

1992-93 COMPLIANCE MONITORING PROCEDURES

An overview of the results-based monitoring (RBM) system used by the Texas Education Agency during the 1992-93 program year has been explained in Appendix I. Included in that overview was an explanation of the need for a change in the monitoring procedure and a general philosophy for results-based monitoring.

In this section more specific procedures utilized for monitoring during the 1992-93 pilot year are explained.

After the 17 school districts were chosen, one Texas Education Agency monitor was assigned to be the team leader for each district. These team leaders as a group were called the Agency Contact Team (ACT). These persons served as the liaison between the TEA and the school districts. They mailed, received, and distributed to the appropriate divisions all the documents sent to the district and returned by the district during the year and were responsible for making all the arrangements for the on-site visits.

This group was also required to attend weekly group meetings with the RBM administrators. During these meetings, both common and unique problems were discussed and a solution or appropriate conclusion was agreed upon. These ACT members were from different divisions of the Texas Education Agency representing the various program areas assigned to the RBM project. Three of these ACT members were from the Career Technology Education Division.

After the on-site phase of the monitoring system began, these weekly meetings were used to debrief the group on the school districts visited the prior week and to discuss the strategy for the visits that would be conducted during the following week.

Prior to the beginning of any monitoring of the school districts, extensive planning and staff development took place at the Agency in Austin. Many meetings were held for the ACT leaders as well as with other staff members who were part of the monitoring teams. For one week in January, administrators and key personnel from each of the 17 pilot districts met in Austin. During this training, the results-based monitoring system was presented and the district personnel met with the TEA staff assigned to the on-site visit to discuss the procedures that would be used during the visit.

The school districts were monitored by applying three different procedures:

- First, districts were monitored utilizing data collected by the Agency through the Public Education Information Management System (PEIMS) and the Academic Excellence Indicator System. The information for these data bases is coded by each school district and sent to the regional service center that serves the district. After review by the service center, the data are entered in the mainframe computer database at the Texas Education Agency. The examination of these data by Agency monitors was called a "desk audit."

- The second procedure used a document that was sent to each of the pilot districts. This document was called the campus and district guide. After the local district reviewed the questions listed in the guide, they completed a local district summary. Personnel within the district, including teachers, parents, advisory councils, and local business men and women were to assist in the completion of this summary. After completion, the summary was sent to TEA for review by Agency monitors. The District Guide and the Overview of Program Excellence Indicators are found in Appendix VII and Appendix VIII.

- The third procedure was a program excellence and data verification visit to the district. (Note: Three on-site visits to each district were conducted. These three visits are explained below.) The program excellence portion of the visit consisted of a mutual review of the desk findings and the local summary report conclusions. A data verification of selected compliance items was also monitored. All of the items that could be verified for data verification are listed in Appendix IX. Selected items from this list were monitored. This visit was also used to verify violations of civil rights regulations and give technical assistance when appropriate.

At the end of this on-site visit, all deficiencies found in the desk audit, the local summary, and while on-site were discussed with district personnel. Agreement on appropriate corrective action was reached. A preliminary report was completed and a copy was left at the district. After the on-site visit was concluded, any deficiencies found and the corrective action necessary were written in an official report and sent to the district. Local school district personnel were given a deadline to return corrective action to TEA.

During this pilot year, 17 school districts were monitored. Each district was visited on site a minimum of three times. The first visit was for orientation. District personnel and TEA staff were introduced and an overview of results-based monitoring procedures was presented and discussed.

During the second on-site visit, called a "working visit," the campus and district guides and summary documents were examined and technical assistance was provided when it was needed and appropriate.

The third and final visit consisted of data verification and monitoring for excellence in programs and instruction. Any areas that received a "no" response in the local summary report were discussed with the district personnel. If a compliance item received a negative response on the local summary, corrective action was discussed. During this visit, compliance with the OCR criteria was monitored.

Since this was a pilot year and the results of this new monitoring system have not been fully analyzed, the success of this year cannot be determined at the time the Annual Civil Rights Compliance Report is due.

APPENDIX V

Team Leader	District Name
Assistant Team Leader for this section	County-District Number

Career and Technology Education
Office for Civil Rights
Monitoring Instrument

1992-93

Standard II The LEA is in compliance with OCR Guidelines and/or the Texas Administrative Code regarding the operation of approved vocational and applied technology education programs.

Y__ N__ NA__ L. Is the referral process used by the district in sending student applicants to potential employers for job placement and cooperative vocational education nondiscriminatory on the basis of race, color, national origin, sex, handicap, or students with limited English proficiency? {OCR Guidelines VII-A}

Documentation:
_____ Referral procedures
_____ Student referral records
_____ District referral policy
_____ Teacher interview

List Exceptions

Student Code	Program/Activity	Description of Discrimination

O. Are admission criteria to all vocational programs including vocationally funded work study free of discrimination on the basis of

Y__ N__ NA__ 1. race, color, national origin?

Y__ N__ NA__ 2. sex?

Y__ N__ NA__ 3. handicap?

Y__ N__ NA__ 4. limited English proficiency?

{OCR Guidelines IV-A, F, H, K, L, N}

Documentation:
_____ Program enrollment
_____ Program entrance requirements
_____ Course prerequisite(s)
_____ Observation of students participating in the program

List Exceptions

Admission Criteria Which Discriminate

Y__ N__ NA__ P. Are local academic requirements for access to vocational programs only those requirements that can be demonstrated as essential to the program of instruction or for licensure? {OCR Guidelines IV-K, N}

Documentation:
_____ Individual program entry requirements
_____ Interviews with teachers

List Exceptions

Academic Requirements Which Discriminate	Comments

Q. Do all vocational education facilities meet requirements for accessibility?

Y__ N__ NA__

1. Are all vocational education facilities open to all students in the district or service area and not limited to students of one race, national origin, sex, or handicap? (OCR Guidelines IV-D, H, I, N)

Documentation:
_____ Campus enrollment by race, national origin, sex, and handicap
_____ Program enrollment by race, national origin, sex, and handicap

List Exceptions

Vocational Facility or Program	Limitation

Y__ N__ NA__

2. Has the LEA established, approved, and maintained geographic boundaries which ensure equal access to students on the basis of race, color, sex, and national origin? (OCR Guidelines IV-C)

Note: Single attendance campuses are the basis for a not applicable response.

Documentation:
_____ Enrollment by campus
_____ LEA justification for identifiable assignment patterns
_____ Maps indicating campus and program locations

List Exceptions

Boundary Description	Discrepancy

Y__ N__ NA__

3. Do the site locations of vocational education facilities provide equal access to persons on the basis of race, color, sex, national origin, or handicap? {Title VI 100.3(3); Section 504 104.4(vii)(5); OCR Guidelines IV-B, N}

Documentation:
_____ Location of vocational programs
_____ Descriptions of transportation services available to all portions of the service area; types provided handicapped students
_____ Board policies

List Exceptions

Name of Facility	Problem

Y__ N__ NA__

4. Has the physical plant that has been enlarged, modified, or renovated since June 3, 1977, been redone in a manner that prevents student segregation on the basis of race, color, national origin, sex, or handicap? {OCR Guidelines IV-D}

Documentation:
_____ Description and dates of any additions/alterations to the physical plant

List Exceptions

Campus	Program	Evidence of Segregation

Y__ N__ NA__

5. Is each vocational program readily accessible to mobility impaired students? (Section 504, Sections 104.21, 104.22, and 104.23; OCR Guidelines IV-B, N)

Documentation:

_____ Comparison of programs to locations of facilities--at least one class in each program is accessible

List Exceptions

Vocational Program	Campus	Reason for Inaccessibility

Y__ N__ NA__

6. In any instance in which a separate vocational class or facility is identified for handicapped persons (i.e., VEH), is it comparable in facility, program, and services to those classes/facilities offered to nonhandicapped students? (Section 504, Sections 104.21, 104.22, and 104.23; OCR Guidelines IV-H, N, and VI-A)

Documentation:

_____ List of students enrolled in each class by handicapping condition

_____ Copies of course catalogs, bulletins, and course descriptions for the two or more comparable courses

_____ Name, number, and location of all courses where instruction is offered separately

List Exceptions

Facility	Program	Comments

Y__ N__ NA__

7. Are comparable changing rooms, showers, and other facilities provided for both sexes? {OCR Guidelines IV-N and VI-D}

Note: This may be accomplished by alternating use of the same facilities or providing separate, comparable facilities.

Documentation:
_____ Observation

List Exceptions

Name of Campus	Facility	Comments

Standard III Career and technology education students meet applicable eligibility requirements.

Y__ N__ NA__ B. Do adult career and technology education students meet eligibility requirements? [PL 101-392, Section 231(a)(3); 19 TAC 78.61; The Age Discrimination Act (42 USC 6101, et seq.)]

Note: If five classes or less of adult education are operated, look at all of them. If more than five, randomly sample five.

These programs shall be for individuals who are 16 years of age or older and out of school and may include: (1) preparatory courses designed to train unemployed, unskilled, or semi-skilled persons to fill existing job openings identified in a particular occupational area; (2) supplementary courses designed to provide specialized training which will enable individuals employed in specific occupations (paid or unpaid) to improve their knowledge and skills or upgrade their skill classification; and (3) apprenticeship courses designed to provide related instruction (classroom and laboratory) for apprentices registered with the Department of Labor, Bureau of Apprenticeship Training.

The district must assure that adult programs do not discriminate against older adults who wish to participate in the program.

Documentation:
_____ Adult class organization reports (name, employer, occupation)
_____ Adult enrollment information relating to current employment status

List Exceptions

Student Code	Class	Current Employment Status

Standard VI   Counseling practices and procedures comply with federal regulations.

> **NOTE: If a district accepts any federal funds, all counseling practices and materials must comply with the OCR regulations. (34 CFR 100.1, 104.1, 106.1)**

Y__ N__ NA__   A. Are counseling materials free from discrimination on the basis of race, color, national origin, sex, or handicap? (OCR Guidelines V-A, B, C, D)

Documentation:
_____ Copies of testing and/or assessment materials
_____ Schedule of counseling activities, i.e., career days, orientations, etc.
_____ Copies of counseling, promotional, and recruitment materials

List Exceptions

Materials that Discriminate	Description of Problem

B. Are district counseling resources available to communicate effectively with students

Y__ N__ NA__   1. of limited English proficiency? (OCR Guidelines V-D)

Y__ N__ NA__   2. with hearing impairments? (OCR Guidelines V-D, E)

Documentation continued on next page.

Documentation:

_____ Provision of special aides and/or interpreters to above students

_____ Board policy

_____ Local procedures

List Exceptions

Explanation of Deficiency

Y__ N__ NA__ C. Are promotional and recruitment efforts free from activities that create or perpetuate stereotypes or limitations based on race, color, national origin, sex, or handicap? {OCR Guidelines V-C, E}

Documentation:

_____ Description, written or oral, of counseling efforts used

_____ Promotional/recruitment literature to ensure the above are portrayed

List Exceptions

Explanation of Efforts Which Discriminate

Y__ N__ NA__ D. Does the district provide special services for special populations students which include

1. guidance and counseling services? {PL 101-392, Section 118(c)(4); OCR Guidelines V-B}

2. career development activities? {PL 101-392, Section 118(c)(4); OCR Guidelines V-B}

3. counseling services designed to facilitate the transition from school to post-school employment and career opportunities? {PL 101-392, Section 118(c)(5); OCR Guidelines V-C, D, E}

Documentation:

_____ Observation of district's operational procedures in providing these services

_____ Interview with certified counselor or special populations coordinator assigned to this function

(Monitors indicate yes or no for each block)	Guidance and Counseling Services	Career Development Activities	Counseling Services School/Post-School Transition
Handicapped			
All Other Special Populations			

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Standard VII The LEA is in compliance with appropriate rules and regulations in regard to planning and providing career and technology instruction for students who are members of special populations.

E. Does the individual educational plan (IEP) for each handicapped student enrolled through the ARD process in vocational education include the following:

Y__ N__ NA__ 1. Specific vocational program in which the student is enrolled?

Y__ N__ NA__ 2. Any modifications of vocational program goals or objectives or a statement that modifications were considered by the ARD?

Y__ N__ NA__ 3. Evidence that modifications for vocational education courses are consistent with modifications for academic courses?

Y__ N__ NA__ 4. Any modifications of instructional equipment or a statement that modifications were considered by the ARD and found not necessary?

Y__ N__ NA__ 5. Any modifications of the manner in which the course is offered or a statement that modifications were considered by the ARD and found not necessary?

Y__ N__ NA__ 6. Related aids and/or support services or a statement that these were considered by the ARD and found not necessary?

{PL 101-392, Section 118(a)(3)(A-C) and (c)(3)(A-E); 19 TAC 89.223(a)(4); Section 504 104.33 and 104.34; OCR Guidelines IV-N}

Documentation:
_____ Sample of IEPs
_____ Observation
_____ Interviews

List Exceptions

Student Code	Campus/Program	Component Missing

G. Has each student who is a member of a special population had a vocational interest and vocational aptitude assessment prior to enrolling in a career and technology education program? {PL 101-392, Section 118(c)(2); 19 TAC 75.213(d)(1)}

Y__ N__ NA__ 1. Limited English proficient (LEP)

Documentation:
_____ Assessment data with recommendations for placement
_____ Student folders
_____ SAS-309R92

List Exceptions

Student Code	Campus/Program	Assessment Data Lacking (Interest or Aptitude)

H. Based on the vocational assessment data, has the district planned and provided special services necessary for students who are members of special populations to participate in career and technology education programs? {PL 101-392, Section 118(c)(3)(A-E); OCR Guidelines IV-L; 19 TAC 75.195(c)(1-5)}

Y__ N__ NA__ 1. Limited English proficient (LEP)

Documentation:
_____ Plans for special services to be provided
_____ Services being provided in vocational classes
_____ Board policy
_____ SAS-309R92

List Exceptions

Student Code	Campus/Program	Services Lacking

Standard VIII The LEA is in compliance with civil rights requirements for employees and students.

Y__ N__ NA__ A. Are employment and promotion procedures and practices free from discrimination against vocational employees or applicants on the basis of race, color, national origin, sex, handicap, or age? (OCR Guidelines VIII-A; The Age Discrimination Act (42 U.S.C. 6101 et seq.); 45 CFR Part 90)

Documentation:
_____ Copy of policy statements
_____ Copy of application for employment
_____ Copy of publications for employees

List Exceptions

Description of Discriminating Practices

Y__ N__ NA__ B. Have grievance procedures for employees been established which address discrimination based on race, color, national origin, sex, handicap, or age? (OCR Guidelines VIII-A and B; The Age Discrimination Act (42 U.S.C. 6101 et seq.); 45 CFR Part 90)

Documentation:
_____ Policies and procedures

List Exceptions

Description of Problem

Y__ N__ NA__ C. Have grievance procedures for students been established which address discrimination based on race, color, national origin, sex, handicap, or LEP? {OCR Guidelines IV-A}

Documentation:
_____ Grievance policies and procedures

List Exceptions

If a grievance procedure exists but is deficient, describe deficiency.

or

Indicate that no grievance procedure exists.

Y__ N__ NA__ D. Has the LEA disseminated, prior to the beginning of the current school year, the required nondiscrimination public notice to students, parents, employees, and the general public? {OCR Guidelines IV-O; Title VI 100.3; Title IX 106.9; Section 504 104(B)}

The required notice must:
_____ Contain a nondiscrimination statement;
_____ Be available to persons with limited English skills in the community's primary language;
_____ Contain the name, address, and telephone number of the person(s) designated to coordinate compliance activities for Title IX (sex) and Section 504 (handicapped);
_____ Contain a brief summary of program offerings and admission criteria; and
_____ Ensure that the lack of English language skills will not be a barrier to enrollment.

Documentation:
_____ Newspaper clippings, radio-TV announcements (script) or other public notification

List Exceptions

Element(s) of Notice Needed OR Notice Not Disseminated

Y__ N__ NA__ E. Has the LEA included a notice of nondiscrimination on the basis of race, color, national origin, sex, age, or handicap in its recruitment or other publications for its employees? {OCR Guidelines IV-O; The Age Discrimination Act (42 U.S.C. 6101 et seq.); 45 CFR Part 90}

Documentation:
_____ School publications

List Exceptions

Description of Problem

Y__ N__ NA__ F. Has the LEA included a notice of nondiscrimination on the basis of race, color, national origin, sex, or handicap in its recruitment information and/or enrollment criteria, student handbook, catalogs, or other publications for its students? {OCR Guidelines IV-O}

Documentation:
_____ School publications

Comments:

APPENDIX VI

STAFF INSERVICE MEETINGS

Date	Number of Hours	Number of Persons
July 14, 1992	1	11
July 15, 1992	1	1
July 16, 1992	1/2	7
July 20, 1992	1/2	11
July 21, 1992	1	23
July 27-31, 1992	1	1
August 3-6, 1992	1/2	1
August 10, 1992	1	2
August 12, 1992	1/2	7
August 14, 1992	1/2	1
August 18, 1992	1	1
August 19, 1992	1/2	2
August 31, 1992	1/2	5
September 1, 1992	1	23
September 9, 1992	1/2	7
September 16, 1992	1/2	4
September 18, 1992	1/2	7
September 21, 1992	1	4
September 22, 1992	1/2	5
September 23, 1992	1	4
September 24, 1992	1	4
September 25, 1992	1/2	15
September 28, 1992	1	6
September 30, 1992	1/2	4
October 5, 1992	1/2	1
October 7, 1992	1 1/2	2
October 8-9, 1992	2 1/2	1
October 9, 1992	1/2	4
October 12, 1992	1/2	2
October 13, 1992	1/2	1
October 14, 1992	1/2	3
October 15, 1992	1/2	7
October 16, 1992	1/2	11
October 16, 1992	1	2
October 19, 1992	1	3
October 20, 1992	2	7
October 21, 1992	1	7
October 22, 1992	1/2	7
October 26, 1992	1/2	1
October 28, 1992	1/2	4
October 29, 1992	1	7
October 30, 1992	2	2
December 1-2, 1992	1/2	1
December 2-3, 1992	1	1
December 3-7, 1992	1	2
December 3, 1992	1/2	1
December 7, 1992	1/2	3
December 9, 1992	1/2	7
December 11, 1992	1/2	4
December 14, 1992	3 1/2	1

Date	Number of Hours	Number of Persons
December 15, 1992	1/2	4
December 16, 1992	1	2
December 16-17, 1992	1	1
December 17, 1992	1/2	7
December 18, 1992	1/2	2
December 21, 1992	1/2	1
January 4-5, 1993	2	1
January 4-8, 1993	2	4
January 6, 1993	1/2	1
January 11, 1993	1/2	2
January 11-15, 1993	2	6
January 12, 1993	1/2	1
January 15, 1993	4	2
January 19, 1993	1/2	2
January 20, 1993	1	6
January 20, 1993	2	1
January 25-29, 1993	2	1
January 29, 1993	1/2	1
February 1, 1993	1	6
February 1-2, 1993	1/2	1
February 3, 1993	1/2	6
February 4, 1993	1/2	1
February 5, 1993	1/2	6
February 10, 1993	1/2	6
February 11, 1993	1	5
February 16, 1993	1	1
February 17, 1993	1/2	1
February 18, 1993	1	6
February 19, 1993	1/2	1
February 23, 1993	1/2	6
February 24, 1993	1/2	6
February 25, 1993	1	6
March 1, 1993	1/2	1
March 1-3, 1993	1	2
March 1-5, 1993	1	1
March 4, 1993	1	5
March 8, 1993	1/2	2
March 9, 1993	1/2	5
March 10, 1993	1/2	4
March 12, 1993	1/2	5
March 15-18, 1993	1	3
March 17, 1993	1/2	1
March 18, 1993	1/2	1
March 19, 1993	1/2	5
March 22, 1993	1/2	3
March 22-24, 1993	1	4
March 24, 1993	1	3
March 26, 1993	1	5
March 29, 1993	1	3
April 1, 1993	1/2	6
April 2, 1993	1/2	1
April 7, 1993	1/2	1

Date	Number of Hours	Number of Persons
April 13, 1993	1/2	6
April 14, 1993	1/2	6
April 15, 1993	1/2	6
April 19, 1993	1/2	1
April 19-20, 1993	1	5
April 21-23, 1993	1	2
April 23, 1993	1	1
April 26-27, 1993	1/2	5
April 26, 1993	1	2
April 27, 1993	1/2	1
May 3-5, 1993	1/2	1
May 6, 1993	1/2	2
May 11, 1993	1/2	1
May 12, 1993	1/2	6
May 21, 1993	1/2	2
May 26, 1993	1/2	2
May 28, 1993	1/2	1
June 2, 1993	1	1
June 4, 1993	1/2	5
June 10, 1993	1/2	5
June 16, 1993	1/2	6
June 17, 1993	1/2	5

Program: Vocational and Applied Technology Education

District Guide

Strand: B. Access - Extent to which students are provided prompt and appropriate access to: programs, facilities, evaluation measures, materials, equipment, and support services.

Program Excellence Item	Sources/Notes	Comments
2. What is the extent of the progress of recruitment strategies to increase and maintain participation of all students to ensure equal access to all vocational and applied technology education programs?	. Counselor interview	Y___ N___ NA___

Program: Vocational and Applied Technology Education

District Guide

Strand: D. Implementation - Extent to which programs are developed and implemented to meet the needs of all students and promote student achievement.

Program Excellence Item	Sources/Notes	Comments
1. Do the instructors delivering services as part of the vocational education program reflect the ethnicity and gender diversity of the district?	. Personnel records	Y___ N___ NA___

Program: Vocational and Applied Technology Education

District Guide

Strand: B. Access - Extent to which students are provided prompt and appropriate access to: programs, facilities, evaluation measures, materials, equipment, and support services.

Compliance Item	Determination of Quality Compliance/Sources/Notes	Comments
1. Have strategies to overcome barriers which may have resulted in lower rates of participation in vocational and applied technology education programs been adopted? [OCR Guidelines IV-C, IV-D, H, I, N]	. Interview with special populations coordinator and/or counselor . Local evaluation instrument	Y___ N___ NA___
3. Have grievance procedures for students been established which address discrimination based on race, color, national origin, sex, handicap, or LEP? [OCR Guidelines IV-A]	. Local board adopted rules	Y___ N___ NA___
4. Has the LEA included a notice of nondiscrimination on the basis or race, color, national origin, sex, or handicap in its recruitment information and/or enrollment criteria, student handbook, catalogs, or other publications for its students? [OCR Guidelines IV-O]	. Student handbook	Y___ N___ NA___

Program: Vocational and Applied Technology Education

Strand: B. Access (Continued)

Compliance Item	Determination of Quality Compliance/Sources/Notes	Comments
5. Is the referral process used by the district in sending student applicants to potential employers for job placement and cooperative vocational and applied technology education nondiscriminatory on the basis of race, color, national origin, sex, handicap, and students with limited English proficiency? [OCR Guidelines VII-A]	. Referral procedures . Student referral records . District referral policy . Teacher interview	Y___ N___ NA___
6. Are admission criteria to all vocational programs including vocationally funded work study free of discrimination on the basis of race, color, national origin, sex, handicap, and limited English proficiency? [OCR Guidelines IV-A, F, H, K, L, N]	. Program enrollment . Program entrance requirements . Course prerequisites . Observation of students participating in the program	Y___ N___ NA___
7. Has the LEA disseminated, prior to the beginning of the current school year, the required nondiscrimination public notice to students, parents, employees, and the general public? [OCR Guidelines IV-O; Title VI 100.3; Title IX 106.9; Section 504 104(B)]	. Newspaper clippings . Radio-TV announcements (script) . Other public notification	Y___ N___ NA___

Program: Vocational and Applied Technology Education

District Guide

Strand: B. Access (Continued)

Compliance Item	Determination of Quality Compliance/Sources/Notes	Comments
8. Are vocational and applied technology education facilities open to all students in the district or service area and not limited to students of one race, national origin, sex, or handicap? [OCR Guidelines IV-D, H, I, N]	. Campus enrollment by race, national origin, sex, and handicap . Program enrollment by race, national origin, sex, and handicap	Y___ N___ NA___
9. Has the LEA established, approved, and maintained geographic boundaries which ensure equal access to students on the basis of race, color, sex, and national origin? [OCR Guidelines IV-C]	. Enrollment by campus . LEA justification for identifiable assignment patterns . Maps indicating campus and program locations	Y___ N___ NA___
10. Do the site locations of vocational education facilities provide equal access to persons on the basis of race, color, sex, national origin, or handicap? [Title VI 100.3(3); Section 504 104.4(vii)(5); OCR Guidelines IV-B, N]	. Location of vocational programs . Descriptions of transportation services available to all portions of the service area--types provided handicapped students . Board policies	Y___ N___ NA___
11. Has the physical plant that has been enlarged, modified, or renovated since June 3, 1977, been redone in a manner that prevents student segregation on the basis of race, color, national origin, sex, and handicap? [OCR Guidelines IV-D]	. Description and dates of any additions/ alterations to the physical plant	Y___ N___ NA___

Program: Vocational and Applied Technology Education

Strand: B. Access (Continued)

Compliance Item	Determination of Quality Compliance/Sources/Notes	Comments
12. Are all vocational programs readily accessible to mobility impaired students? [Section 504, Sections 104.21, 104.22, and 104.23; OCR Guidelines IV-B, N]	. Comparison of programs to locations of facilities (at least one class in each program is accessible)	Y___ N___ NA___
13. Are students who are members of special populations participating equitably in effective vocational and applied technology education programs? [PL 101-392, Section 235(c)(C)]	. Needs assessment . Class rolls identifying special populations students . Interview with special populations coordinator and/or counselor . Interview with teacher	Y___ N___ NA___

Program: Vocational and Applied Technology Education District Guide

Strand: C. Student Eligibility - Extent to which students are appropriately identified and periodically assessed to assure accurate measurement of strengths and needs.

Compliance Item	Determination of Quality Compliance/Sources/Notes	Comments
3. Based on the vocational interest and aptitude assessment data, has the district planned and provided special services necessary for students who are members of special populations to participate in vocational and applied technology education programs? [PL 101-392, Section 118(c)(3)(A-E); OCR Guidelines IV-L; 19 TAC 75.195(c)(1-5)]	. Board policy . SAS-309R92	Y___ N___ NA___

Program: Vocational and Applied Technology Education

Strand: D. Implementation - Extent to which programs are developed and implemented to meet the needs of all students and promote student achievement.

Compliance Item	Determination of Quality Compliance/Sources/Notes	Comments
3. Do students identified as members of special populations and enrolled in a vocational and applied technology education program receive child care and/or transportation services? [PL 101-392, Section 235(c)(2)(H)]	. Student enrollment records	Y___ N___ NA___
4. Does the district ensure cooperation with the equity programs? [PL 101-392, Section 240(12)(D)]	. Evidence of participation in regional sex equity program	Y___ N___ NA___
7. Does the district provide special services for special populations students which include guidance and counseling services, career development activities, and counseling services designed to facilitate the transition from school to post-school employment and career opportunities? [PL 101-392, Section 118(c)(4)(5); OCR Guidelines V-B, C, D, E]	. Interview with counselor	Y___ N___ NA___

Program: Vocational and Applied Technology Education

District Guide

Strand: D. Implementation (Continued)

Compliance Item	Determination of Quality Compliance/Sources/Notes	Comments
8. Does the individual educational plan (IEP) for each handicapped student enrolled through the ARD process in vocational education include: specific vocational program in which the student is enrolled, any modifications of vocational program goals or objectives or a statement that modifications were considered by the ARD, evidence that modifications for vocational education courses are consistent with modifications for academic courses, any modifications of instructional equipment or a statement that modifications were considered by the ARD and found not necessary, any modifications of the manner in which the course is offered or a statement that modifications were considered by the ARD and found not necessary, and related aids and/or support services or a statement that these were considered by the ARD and found not necessary? [PL 101-392, Section 118(a)(3)(A-C) and (c)(3)(A-E); 19 TAC 89.223(a)(4); Section 504 104.33 and 104.34; OCR Guidelines IV-N]	. Student IEPs	Y___ N___ NA___

Program: Vocational and Applied Technology Education

Strand: D. Implementation (Continued)

Compliance Item	Determination of Quality Compliance/Sources/Notes	Comments
9. Are employment and promotion procedures and practices free from discrimination against vocational and applied technology education employees or applicants on the basis of race, color, national origin, sex, handicap, or age? [OCR Guidelines VIII-A; The Age Discrimination Act (42 U.S.C. 6101 et seq.); 45 CFR Part 90]	. LEA's application for employment	Y___ N___ NA___
10. Have grievance procedures for employees been established which address discrimination based on race, color, national origin, sex, handicap, or age? [OCR Guidelines VIII-A and B; The Age Discrimination Act (42 U.S.C. 6101 et seq.); 45 CFR Part 90]	. Local board adopted rules	Y___ N___ NA___
11. Has the LEA included a notice of nondiscrimination on the basis of race, color, national origin, sex, age, or handicap in its recruitment or other publications for its employees? [OCR Guidelines IV-O; The Age Discrimination Act 942 U.S.C. 6101 et seq.); 45 CFR Part 90]	. Newspaper text . Radio script . Other written notices	Y___ N___ NA___

Program: Vocational and Applied Technology Education District Guide

Strand: D. Implementation (Continued)

Compliance Item	Determination of Quality Compliance/Sources/Notes	Comments
17. Does the district provide relevant vocational and applied technology education programs, services, and activities to all students who desire to enter occupations not traditionally associated with their gender? [PL 101-392, Section 113(b)(12)]	. Class roster . Evidence of enrollment in nontraditional programs	Y___ N___ NA___

Program: Vocational and Applied Technology Education — District Guide

Strand: F. Support - Extent to which time and support are provided for collaborative activities.

Compliance Item	Determination of Quality Compliance/Sources/Notes	Comments
6. Are vocational and applied technology education classes or facilities identified for handicapped persons comparable in facility, program, and services to those classes/facilities offered to nonhandicapped students? [Section 504, Sections 104.21, 104.22, and 104.23; OCR Guidelines IV-H, N, and VI-A]	. Observation of facility	Y___ N___ NA___
7. Are comparable changing rooms, showers, and other facilities provided for both sexes? [OCR Guidelines IV-N and VI-D]	. Observation of facility	Y___ N___ NA___

APPENDIX VIII

Vocational and Applied Technology Education

Overview of Program Excellence Indicators

Rationale

A feasibility study of core performance standards in a sample of 12 school districts in Texas was conducted beginning in July 1991. The overall objective of this project was to research and develop measurable and objective criteria to assess the quality and performance of vocational and applied technology education in secondary schools in Texas.

Process

1. Conduct a feasibility study of core performance standards in a sample of 12 school districts in Texas.
2. Continue development of standards for specific sequences of courses in vocational and applied technology education.

Performance Standards

The core standards and measures of performance that surfaced from this process were used in the Program Excellence Indicator Document for DRAFT purposes. An Improvement Plan for Vocational and Applied Technology Education in the State of Texas is being developed. This plan is in the formative stages at this time. Because of the discussion and revising of the proposed documents, the program excellence indicators given in the outcome-based monitoring instrument are purely for use as a point of reference to participate in the pilot with no intention that the indicators and performance standards be interpreted as approved by the State Board of Education.

DIVISION OF VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION

II. PROGRAM EXCELLENCE INDICATORS

B. Access

1. Indicator: Students in grades 7 through 12 who are members of special populations, enrolled in vocational and applied technology education are comparable to percentages of those groups of students within the school district

   Recommended Performance: Proportional to district/campus population

   Data Source: (Desk) PEIMS

2. Indicator: Progress of recruitment strategies to increase and maintain participation of all students to ensure equal access to all vocational and applied technology education programs

   Recommended Performance: 100%

   Data Source: (Local) Counselor interview

D. Implementation

1. Indicator: Instructors delivering services as part of the vocational and applied technology education program reflect the ethnicity and gender diversity of the district

   Recommended Performance: Ethnic and gender percentage breakdown of the district

   Data Source: (Desk) PEIMS
   (Local) Personnel records

2. Indicator: Twelfth grade students who were enrolled in a coherent sequence of courses in vocational and applied technology education programs that included, where applicable, at least one occupationally specific course

   a. Obtained certification of competency by an accepted licensing or certification agency,

   b. Successfully completed a validated test of occupational competency, or

II. PROGRAM EXCELLENCE INDICATORS (Continued)

c. Demonstrated completion and competency in the essential elements for the coherent sequence of courses

Recommended Performance: 95%

Data Source: (Desk) PEIMS (not available at this time)
(Local) Competency profiles, student achievement records

III. COMPLIANCE INDICATORS

B. Access

1. Indicator: Strategies to overcome barriers which may have resulted in lower rates of participation in vocational and applied technology education programs have been adopted [OCR Guidelines IV-C, IV-D, H, I, N]

Performance Standard: 100%

Data Source: (Local) Interview with special populations coordinator and/or counselor, local evaluation instrument

3. Indicator: Grievance procedures for students have been established which address discrimination based on race, color, national origin, sex, handicap, or LEP [OCR Guidelines IV-A]

Performance Standard: 100%

Data Source: (Local) Local board adopted rules

4. Indicator: The LEA has included a notice of nondiscrimination on the basis of race, color, national origin, sex, or handicap in its recruitment information and/or enrollment criteria, student handbook, catalogs, or other publications for its students [OCR Guidelines IV-O]

Performance Standard: 100%

Data Source: (Local) Student handbook

III. COMPLIANCE INDICATORS (Continued)

5. Indicator: The referral process used by the district in sending student applicants to potential employers for job placement and cooperative vocational and applied technology education is nondiscriminatory on the basis of race, color, national origin, sex, handicap, and students with limited English proficiency [OCR Guidelines VII-A]

   Performance Standard: 100%

   Data Source: (Local) Referral procedures, student referral records, district referral policy, teacher interview

6. Indicator: Admission criteria to all vocational programs including vocationally funded work study are free of discrimination on the basis of race, color, national origin, sex, handicap, and limited English proficiency [OCR Guidelines IV-A, F, H, K, L, N]

   Performance Standard: 100%

   Data Source: (Local) Program enrollment, program entrance requirements, course prerequisites, observation of students participating in the program

7. Indicator: The LEA has disseminated, prior to the beginning of the current school year, the required nondiscrimination public notice to students, parents, employees, and the general public [OCR Guidelines IV-O; Title VI 100.3; Title IX 106.9; Section 504 104(B)]

   Performance Standard: 100%

   Data Source: (Local) Newspaper clippings, radio-TV announcements (script), other public notification

III. COMPLIANCE INDICATORS (Continued)

8. Indicator: All vocational and applied technology education facilities are open to all students in the district or service area and are not limited to students of one race, national origin, sex, or handicap [OCR Guidelines IV-D, H, I, N]

   Performance Standard: 100%

   Data Source: (Local) Campus enrollment by race, national origin, sex, and handicap; program enrollment by race, national origin, sex, and handicap

9. Indicator: The LEA has established, approved, and maintained geographic boundaries which ensure equal access to students on the basis of race, color, sex, and national origin [OCR Guidelines IV-C]

   Performance Standard: 100%

   Data Source: (Local) Enrollment by campus, LEA justification for identifiable assignment patterns, maps indicating campus and program locations

10. Indicator: The site locations of vocational education facilities provide equal access to persons on the basis of race, color, sex, national origin, or handicap [Title VI 100.3(3); Section 504 104.4(vii)(5); OCR Guidelines IV-B, N]

    Performance Standard: 100%

    Data Source: (Local) Location of vocational programs, descriptions of transportation services available to all portions of the service area--types provided handicapped students, board policies

III. COMPLIANCE INDICATORS (Continued)

11. Indicator: The physical plant that has been enlarged, modified, or renovated since June 3, 1977, has been redone in a manner that prevents student segregation on the basis of race, color, national origin, sex, and handicap [OCR Guidelines IV-D]

    Performance Standard: 100%

    Data Source: (Local) Description and dates of any additions/alterations to the physical plant

12. Indicator: All vocational programs are readily accessible to mobility impaired students [Section 504, Sections 104.21, 104.22, and 104.23; OCR Guidelines IV-B, N]

    Performance Standard: 100%

    Data Source: (Local) Comparison of programs to locations of facilities (at least one class in each program is accessible)

C. Student Eligibility

3. Indicator: Based on the vocational interest and aptitude assessment data, the district has planned and provided special services necessary for students who are members of special populations to participate in vocational and applied technology education programs [PL 101-392, Section 118(c)(3)(A-E); OCR Guidelines IV-L; 19 TAC 75.195(c)(1-5)]

    Performance Standard: 100%

    Data Source: (Local) Board policy, SAS-309R92

D. Implementation

4. Indicator: The district ensures cooperation with the equity programs [PL 101-392, Section 240(12)(D)]

    Performance Standard: 100%

    Data Source: (Local) Evidence of participation in regional sex equity program

III. COMPLIANCE INDICATORS (Continued)

7. Indicator: The district provides special services for special populations students which include guidance and counseling services, career development activities, and counseling services designed to facilitate the transition from school to post-school employment and career opportunities [PL 101-392, Section 118(c)(4)(5); OCR Guidelines V-B, C, D, E]

   Performance Standard: 100%

   Data Source: (Local) Interview with counselor

8. Indicator: The individual educational plan (IEP) for each handicapped student enrolled through the ARD process in vocational and applied technology education includes: specific vocational and applied technology education program in which the student is enrolled, any modifications of vocational and applied technology education program goals or objectives or a statement that modifications were considered by the ARD, evidence that modifications for vocational and applied technology education courses are consistent with modifications for academic courses, any modifications of instructional equipment or a statement that modifications were considered by the ARD and found not necessary, any modifications of the manner in which the course is offered or a statement that modifications were considered by the ARD and found not necessary, and related aids and/or support services or a statement that these were considered by the ARD and found not necessary [PL 101-392, Section 118(a)(3)(A-C) and (c)(3)(A-E); 19 TAC 89.223(a)(4); Section 504 104.33 and 104.34; OCR Guidelines IV-N]

   Performance Standard: 100%

   Data Source: (Local) Student IEPs

9. Indicator: Employment and promotion procedures and practices are free from discrimination against vocational and applied technology education employees or applicants on the basis of race, color, national origin, sex, handicap, or age [OCR Guidelines VIII-A; The Age Discrimination Act (42 U.S.C. 6101 et seq.); 45 CFR Part 90]

   Performance Standard: 100%

   Data Source: (Local) LEA's application for employment

III. COMPLIANCE INDICATORS (Continued)

10. Indicator: Grievance procedures for employees have been established which address discrimination based on race, color, national origin, sex, handicap, or age [OCR Guidelines VIII-A and B; The Age Discrimination Act (42 U.S.C. 6101 et seq.); 45 CFR Part 90]

    Performance Standard: 100%

    Data Source: (Local) Local board adopted rules

11. Indicator: The LEA has included a notice of nondiscrimination on the basis of race, color, national origin, sex, age, or handicap in its recruitment or other publications for its employees [OCR Guidelines IV-O; The Age Discrimination Act (42 U.S.C. 6101 et seq.); 45 CFR Part 90]

    Performance Standard: 100%

    Data Source: (Local) Newspaper text, radio script, and other written notices

17. Indicator: The district provides relevant vocational and applied technology education programs, services, and activities to all students who desire to enter occupations not traditionally associated with their gender [PL 101-392, Section 113(b)(12)]

    Performance Standard: 100%

    Data Source: (Local) Class roster, evidence of enrollment in nontraditional programs

F. Support

6. Indicator: Vocational and applied technology education classes or facilities identified for handicapped persons are comparable in facility, program, and services to those classes/facilities offered to nonhandicapped students [Section 504, Sections 104.21, 104.22, and 104.23; OCR Guidelines IV-H, N, and VI-A]

    Performance Standard: 100%

    Data Source: (Local) Observation of facility

III. COMPLIANCE INDICATORS (Continued)

7. Indicator: Comparable changing rooms, showers, and other facilities are provided for both sexes [OCR Guidelines IV-N and VI-D]

   Performance Standard: 100%

   Data Source: (Local) Observation of facility

APPENDIX IX

RESULTS-BASED MONITORING
VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION

Verification Visit List

PROGRAM EXCELLENCE INDICATOR SYSTEM (PEIS) DATA SOURCES:
Division of Vocational and Applied Technology Education

Items listed below may be randomly selected for verification. Information from local assessment, desk review, and other data may also be selected to be verified.

Strand A: Family and Community Involvement

(1) Advisory committee minutes, advisory committee roster, and correspondence
(2) Advisory committee rosters
(3) Correspondence concerning coordination with business, community, and public groups
(4) Records concerning tech-prep and articulation with post-secondary institutions

Strand B: Access

(1) Review campus enrollment figures for race, national origin, sex, handicapped, and special populations designations
(2) District analysis of vocational enrollment data to district, campus data for race, national origin, sex, handicapped and special populations to overall district, campus enrollment data

Strand C: Student Eligibility

(1) District data for identification of students reported in annual application form
(2) Review student portfolios for evidence of:
  . vocational interest and aptitude assessments
  . completed four-year plan for student with an indication of career goals (secondary equivalent to college degree plan)
  . academic profiles
  . other records demonstrating progress and performance

Strand D: Implementation

(1) Personnel records, district analysis of staff ethnicity and gender diversity
(2) Student records, portfolios, and competency profiles for classes with pre-lab cooperative method of instruction designated for 11th and 12th grade students

Strand E: Transition

(1) Student graduation plans, student records, and competency profiles, completer information

Strand F: Support

(1) Campus and district vocational program annual evaluations, vocational application SAS-309R93, and advisory committee minutes
(2) Inservice and staff development agenda and participation records, program evaluations

Strand G: Evaluation

(1) Vocational program evaluations, campus improvement plans, and records of accomplishments, advisory committee records, teacher and employer interviews

(2) Student transcripts and other student records, portfolios

COMPLIANCE INDICATOR SYSTEM (CIS) DATA SOURCES:
Division of Vocational and Applied Technology Education

Items listed below may be randomly selected for verification. Information from local assessment, desk review, and other data may also be selected to be verified.

Strand A: Family and Community Involvement
(1) Advisory committee minutes and roster of membership

Strand B: Access
(1) District and campus enrollment data analysis
Local evaluation instrument
Vocational program evaluations
Records of counseling and special populations' coordinators activities and services
(2) Special education ARD minutes and IEPs for students identified for special education services and participating in vocational education
(3) Local board adopted rules
(4) Student handbook
(5) District vocational referral procedures, policies, and student referral records, teacher interviews
(6) Program enrollment and entrance requirements, course prerequisites
(7) Observation and interviews
(8) District, campus, and vocational program enrollment by race, national origin, sex, and handicap
(9) Maps indicating campus and program locations, enrollment by campus, LEA justification for identifiable assignment patterns
(10) Location of vocational programs, descriptions of transportation services, board policies
(11) District descriptions and dates of any additions or alterations to the physical plants
(12) Comparison of programs to locations of facilities which meet the criteria for accessibility for the mobility impaired.
(13) Needs assessment
Class rolls identifying special populations students, student records indicating administration of appropriate vocational interest and aptitude assessments and program placement appropriate for results of assessment, interviews with teachers, special populations' coordinator, and counselors

Strand C: Student Eligibility
(1)
(2) Vocational assessment records and data
Student identification data
(3) SAS-309R92, student portfolios or files, counselors records, other special services' documentation and board policies

(4) Student handbook, information distributed during ARD meeting, procedures for informing all parents and other documentation
(5) Student records and fiscal records
(6) Student folders, ARD committee reports, vocational and special education designees signatures on document containing written recommendation

Strand D: Implementation
(1)
(2)
(3) Student enrollment records and fiscal records
(4) Evidence of participation in regional sex equity program
District analysis of progress in enrollment in nontraditional courses and career goals
Recruitment data and activities
(5) Special populations' coordinator and counselor interviews
Student portfolios
(6) Observation and vocational program evaluations, follow-up records for completers
(7) Counselor records and interview
Student records and/or portfolios
(8) Individual educational plan (IEP) and special education individual eligibility folder information concerning assessment, ARD minutes
(9) District's applications for employment
(10) Local board adopted rules
(11) Newspaper text, radio script, other written notices
(12) Student records indicating assessments, results, and career planning, and support services provided
Counselor/special populations' coordinator interviews
(13) Local board adopted policies and procedures
(14) District self-assessment, master campus schedules, personnel records
(15) Interviews with vocational administrator, designee, and vocational teacher, and signatures on ARD minutes
(16) Vocational offerings, campus locations where vocational courses are offered, student enrollment data, minutes of ARD meetings
(17) Class roster, evidence of enrollment in nontraditional programs, district analysis of district vocational course enrollment by gender during the past ___years

Strand E: Transition
(1) Staff development schedules, agenda, and other evidence of staff participation by both vocational and academic teaching staff representatives, evidence that coherent sequences of courses in each vocational program area have been developed and are being offered for student scheduling, and graduation plans have been developed
(2) Graduation plans and counselor interviews

Strand F: Support

(2) Contact hour reporting records
(6) Observation of facility for handicapped students and regular courses facility
(7) Observation of facility
(8) District self-evaluation and personnel records
(9) Previous year's fiscal records
Interviews
(10) Pupil/teacher ratio, expenditure per student--all items (supplies, materials, equipment)
Visual inspection of facilities and equipment
(11) Comparison data for the percentage of students who are members of special populations in vocational education to the percentage of students who are members of special populations served in the district

Strand G: Evaluation

(1) Copies of local evaluation instrument SAS-309R93 application for vocational funding

Texas
Education
Agency

1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS 78701-1494 · (512) 463-9734

MEMORANDUM

TO: Gary Moore

FROM: Kevin O'Hanlon
Office of Legal Services

DATE: June 18, 1993

SUBJECT: Methods of Administration (MOA) - Civil Rights Requirements

You have asked for an assurance that current Agency vocational education policies, procedures, and publications are free from discrimination on the basis of race, color, national origin, sex, handicap, or age. The Division of Policy, Planning, and Evaluation in coordination with the Chief Counsel for the State Board of Vocational Education, reviews new and existing vocational education policies, procedures, and publications to ensure that they do not discriminate on the basis of race, color, national origin, sex, handicap, or age.

A sample of a current Compliance Statement is attached.

Attachment

cc: J. R. Cummings
Lorraine Merrick

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; AMERICAN DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all Federal and State laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status or a disability requiring accommodation (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/Affirmative Action employer.

APPENDIX XI

Texas
Education
Agency

1701 NORTH CONGRESS AVENUE AUSTIN, TEXAS 78701-1494 (512) 463-9734

6636

August 3, 1992

ACTION REQUIRED

TO THE ADMINISTRATOR ADDRESSED:

SUBJECT: Notice of Required Annual Public Notification of Nondiscrimination in Vocational Education Programs

The Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs issued by the Office for Civil Rights (OCR), U.S. Department of Education, requires that each local education agency (LEA) provide vocational programs, services, and activities in accordance with the requirements of Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and the Age Discrimination Act of 1975, as amended. The Texas Education Agency is responsible for the administration of vocational education programs in the public secondary schools and is required to adopt a civil rights compliance program to identify, remedy, and/or prevent discrimination in the vocational education programs operated by LEAs.

The Texas Education Agency's plans and procedures are designed for conducting reviews of policies and practices at both the state and local levels to ensure compliance with the civil rights requirements in vocational education. For the 1992-93 school year, the Agency will conduct a computerized desk audit of selected data submitted annually by each LEA. On-site vocational monitoring visits for OCR compliance will be scheduled for some school districts yet to be determined. These districts will be notified when they are selected.

One requirement of the OCR Guidelines in Section IV.O., under Public Notification, is that prior to the beginning of each school year, LEAs must advise students, parents, employees, and the general public that all vocational opportunities will be offered without regard to race, color, national origin, sex, or handicap. Local newspapers or other media that reach the general public should be utilized to disseminate the notification. Enclosed for information and assistance are a copy of Section IV.O. and a sample public notification form, which includes all the required elements, for use in complying with civil rights laws.

The Agency staff will provide technical assistance in eliminating discrimination in vocational education. In 1982, a copy of 34 CFR, Parts 100, 104, and 106 including Appendix B entitled *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs* was mailed to you. If additional copies or other information are needed, please contact R. D. Bristow, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701.

Sincerely,

Jay Cummings

J. R. Cummings
Executive Deputy Commissioner
for Programs and Instruction

Enclosures

Texas Education Agency
Division of Vocational and Applied Technology Education

SAMPLE FORM

(Public Notification of Nondiscrimination in
Vocational and Applied Technology Education Programs)

1. ________(LEA)________ offers vocational programs in ________, ________, and ________. Admission to these programs is based on ________________, ________, ________, ________, and ________.

2. It is the policy of ________(LEA)________ not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

3. It is the policy of ________(LEA)________ not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

4. ________(LEA)________ will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

5. For information about your rights or grievance procedures, contact the Title IX Coordinator, ________(Name)________, at ________(Address)________, ____(Phone Number)____, and/or the Section 504 Coordinator, ________(Name)________, at ________(Address)________, ____(Phone Number)____.

IMPORTANT NOTE

Paragraphs 1, 2, and 5 should be included in materials announcing vocational programs.

Paragraphs 3 and 5 should be included in materials which do not announce vocational education programs, such as employment applications, sources of referral of applicants for employment, contracts with employers, unions or professional organizations, etc.

Paragraph 4 should be included if your service area contains a community of national origin minority persons with limited English language skills. The entire notification must be disseminated to that community in its language.

APPENDIX B--GUIDELINES FOR ELIMINATING DISCRIMINATION AND DENIAL OF SERVICES ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX, AND HANDICAP IN VOCATIONAL PROGRAMS.

IV. Access and Admission of Students to Vocational Education Programs

O. Public Notification

Prior to the beginning of each school year, recipients must advise students, parents, employees and the general public that all vocational opportunities will be offered without regard to race, color, national origin, sex, or handicap. Announcement of this policy of nondiscrimination may be made, for example, in local newspapers, recipient publications, and/or other media that reach the general public, program beneficiaries, minorities (including national origin minorities with limited English language skills), women, and handicapped persons. A brief summary of program offerings and admission criteria should be included in the announcement; also the name, address and telephone number of the person designated to coordinate Title IX and Section 504 compliance activity.

If a recipient's service area contains a community of national origin minority persons with limited English language skills, public notification materials must be disseminated to that community in its language and must state that recipients will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs.

PART II

THE ANNUAL
CIVIL RIGHTS COMPLIANCE REPORT

Texas Higher Education Coordinating Board
Community and Technical Colleges Division

Austin, Texas

ANNUAL

CIVIL RIGHTS REPORT

FOR

THE STATE OF TEXAS

1992-93

Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Austin, Texas

PREFACE

The Texas Higher Education Coordinating Board was created by the Texas Legislature in 1965 to provide leadership and coordination for the Texas public higher education system. The Board was directed to ensure efficient, effective and centralized use of all available resources and to eliminate costly duplication in program offerings, faculties and physical plants to allow excellence in college education for Texas.

The Community and Technical Colleges Division was created in September 1985 after the 69th Legislature transferred the responsibility for postsecondary vocational and technical education in community and technical colleges from the Texas Education Agency to the Coordinating Board in September 1985. This division is responsible for administration of public postsecondary vocational education programs, services and activities in 49 community and junior college districts, Lamar University, the Texas State Technical Colleges and the Texas Engineering Extension Service-San Antonio Skills Center.

Priorities for providing vocational education opportunities include (1) the orderly flow of funds to support vocational education programs, services, and guidance for the expenditure of those funds, (2) monitoring the postsecondary institutions to ensure appropriate use of funds, and (3) providing technical assistance as requested and needed.

During 1992-93, the Community and Technical Colleges Division monitored 12 postsecondary institutions in the state. The monitoring was conducted in accordance with the methods of administration procedures and Office for Civil Rights guidelines for eliminating discrimination in vocational education. The results of the monitoring activities are included in this report.

COMPLIANCE STATEMENT

It is the policy of the Texas Higher Education Coordinating Board to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary for proper and efficient administration).

TITLE VI, TITLE VII, Civil Rights Act of 1964, Executive Orders 11246 and 11375; TITLE IX, 1973 Education Amendments; Rehabilitation Act of 1973 as amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination In Employment Act of 1967; Age Discrimination Act 1978; and Americans With Disabilities Act of 1990.

TEXAS HIGHER EDUCATION COORDINATING BOARD

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TEXAS HIGHER EDUCATION COORDINATING BOARD
ANNUAL CIVIL RIGHTS COMPLIANCE REPORT

1. Organization Structure:

The Texas Higher Education Coordinating Board members and staff responsible for the Methods of Administration (MOA) are:

Coordinating Board Members

Commissioner of Higher Education
Kenneth H. Ashworth

Assistant Commissioner
Community and Technical Colleges
Dale F. Campbell

Assistant Commissioner
Educational Opportunity Planning
Betty James

Director, Federal Projects
Community and Technical Colleges
Larry C. Key

Program Director of Federal Projects
Community and Technical Colleges
Laurelyn Carlisle

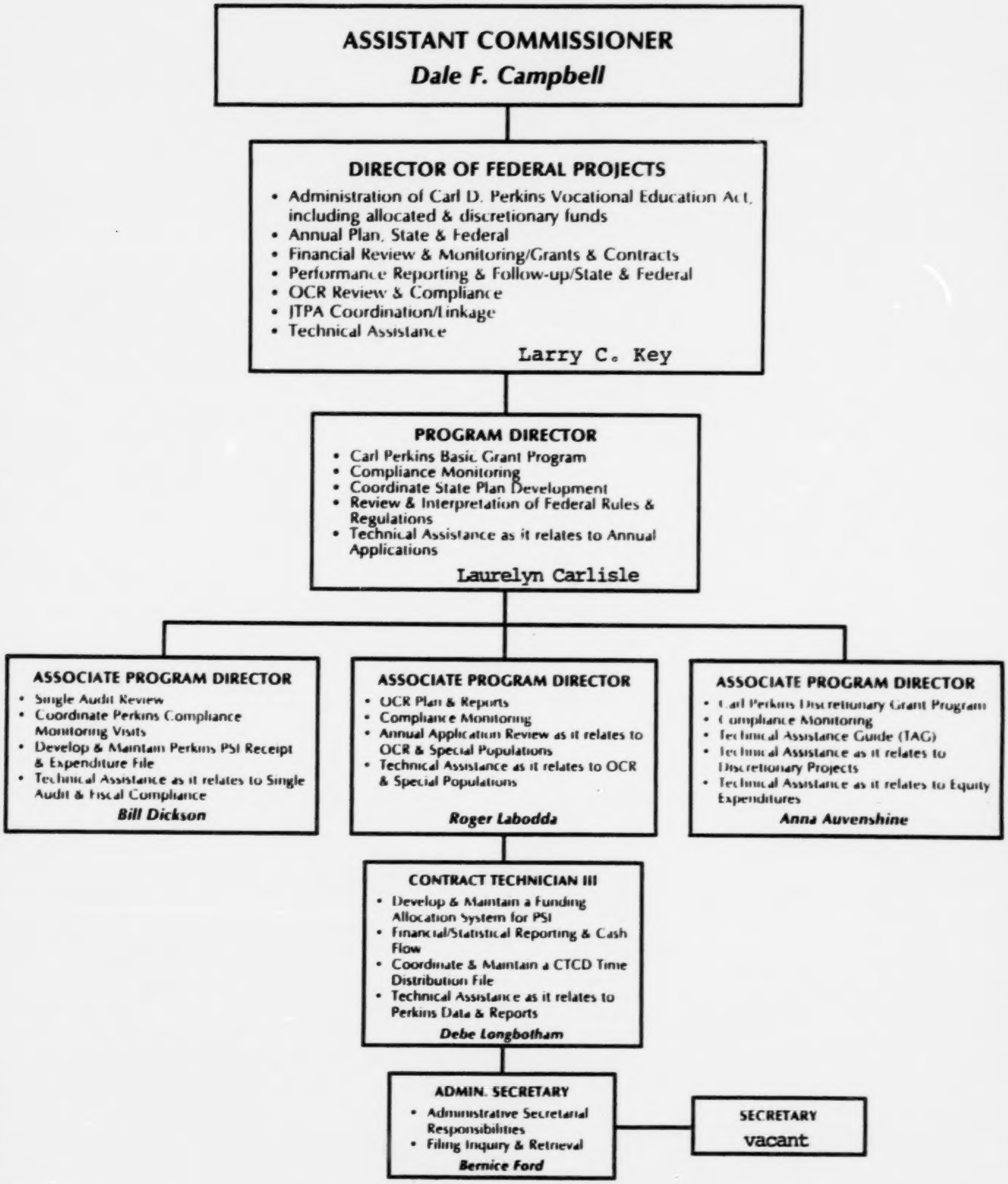
Associate Program Director of Federal Projects
Community and Technical Colleges
Roger Labodda

Associate Program Director of Federal Projects
Community and Technical Colleges
Anna Auvenshine

Associate Program Director of Federal Projects
Community and Technical Colleges
William Dickson

TEXAS HIGHER EDUCATION COORDINATING BOARD

FEDERAL PROJECTS



ASSISTANT COMMISSIONER

Dale F. Campbell

DIRECTOR OF FEDERAL PROJECTS

- Administration of Carl D. Perkins Vocational Education Act, including allocated & discretionary funds
- Annual Plan, State & Federal
- Financial Review & Monitoring/Grants & Contracts
- Performance Reporting & Follow-up/State & Federal
- OCR Review & Compliance
- JTPA Coordination/Linkage
- Technical Assistance

Larry C. Key

PROGRAM DIRECTOR

- Carl Perkins Basic Grant Program
- Compliance Monitoring
- Coordinate State Plan Development
- Review & Interpretation of Federal Rules & Regulations
- Technical Assistance as it relates to Annual Applications

Laurelyn Carlisle

ASSOCIATE PROGRAM DIRECTOR

- Single Audit Review
- Coordinate Perkins Compliance Monitoring Visits
- Develop & Maintain Perkins PSI Receipt & Expenditure File
- Technical Assistance as it relates to Single Audit & Fiscal Compliance

Bill Dickson

ASSOCIATE PROGRAM DIRECTOR

- OCR Plan & Reports
- Compliance Monitoring
- Annual Application Review as it relates to OCR & Special Populations
- Technical Assistance as it relates to OCR & Special Populations

Roger Labodda

ASSOCIATE PROGRAM DIRECTOR

- Carl Perkins Discretionary Grant Program
- Compliance Monitoring
- Technical Assistance Guide (TAG)
- Technical Assistance as it relates to Discretionary Projects
- Technical Assistance as it relates to Equity Expenditures

Anna Auvenshine

CONTRACT TECHNICIAN III

- Develop & Maintain a Funding Allocation System for PSI
- Financial/Statistical Reporting & Cash Flow
- Coordinate & Maintain a CTCD Time Distribution File
- Technical Assistance as it relates to Perkins Data & Reports

Debe Longbotham

ADMIN. SECRETARY

- Administrative Secretarial Responsibilities
- Filing Inquiry & Retrieval

Bernice Ford

SECRETARY

vacant

BEST COPY AVAILABLE

Kenneth H. Ashworth, Commissioner of Higher Education has signature authority for correspondence addressed to the Office for Civil Rights, letters addressed to administrators of postsecondary institutions (PSIs), and letters of appeal received from PSIs.

Dale F. Campbell, Assistant Commissioner of Community and Technical Colleges has signature authority on correspondence addressed to administrators of postsecondary institutions and letters of appeal received from PSIs.

Betty James, Assistant Commissioner of Educational Opportunity Planning handles all matters relating to the Office of Civil Rights regarding desegregation in public higher education institutions (Texas Opportunity Plan for Higher Education) and related activities.

Larry C. Key, Director of Federal Projects in Community and Technical Colleges coordinates civil rights compliance in vocational education and has signature authority on notification of discrepancies found during monitoring, correspondence relating to closed cases after corrective action has been taken by subrecipients, and all other correspondence for subrecipients.

The Methods of Administration (MOA) staff is located in the Community and Technical Colleges Division of the Texas Higher Education Coordinating Board in Austin, Texas. No functions were added to or deleted from regarding the MOA plan for this year. Of the five federal projects staff members available for the MOA, 1.0 FTE are responsible for the civil rights monitoring of the PSIs. The approximate total time allocated to the MOA activities was 210 person days. Of these, approximately 25 days were devoted to staff development activities directly related to civil rights.

2. State Policy Review

The director and associate program director of federal projects listed on the MOA organizational chart are responsible for reviewing policies, procedures, and publications to ensure nondiscrimination. These responsibilities are also assigned to the appropriate individuals who develop policies and procedures for Coordinating Board approval and who review publications to ensure nondiscrimination. Current policies, procedures, and rules have been reviewed and no discrimination on the basis of sex, race, color, national origin or handicap has been evidenced. A certificate of assurance from Susan Clare, general counsel for the Coordinating Board, indicates that the vocational education policies and procedures of the Texas Higher Education Coordinating Board are in compliance with the Office for Civil Rights guidelines for vocational education. (See Appendix I.)

Persons listed in the MOA organization chart and general counsel for the Coordinating Board review and revise policies, procedures, and rules to ensure that discrimination in vocational education programs, services, and activities does not occur on the basis of race, color, national origin, sex, or handicap. No evidence of discrimination has been found in the development and review of current vocational education rules, policies or procedures. (See Appendix II.)

3. State-Operated Institutions and Programs Review

For the purposes of the MOA, no state-operated postsecondary institutions are monitored by the Coordinating Board. Postsecondary institutions receive federal financial assistance for direct support of approved vocational education programs, services, and activities are considered subrecipients.

4. Agency-Level Review of Subrecipients

The Coordinating Board conducted 12 (23 percent) on-site monitoring visits to postsecondary institutions (PSIs) in Texas during the 1992-93 school year. This was the third year of a five-year cycle. (See Appendix X.)

Through these on-site visits, the Coordinating Board ensures that discrimination does not occur. The agency-level review (desk audit) analyzes PSI data for civil rights compliance, followed by a scheduled on-site visit to confirm and/or clarify the findings. A "Desk Audit Instrument" was used to prepare for these compliance visits. (See Appendix III.)

To identify potential problem areas, two data collection instruments were used: the Enrollment Report (See Appendix IV) and the Vocational Faculty Report (See Appendix V). The Coordinating Board's data system provides information on the total college population by ethnicity, sex, and handicap of each group. A similar report for only vocational education provides total head count enrollment for each program by sex, ethnicity, and handicap.

A comparison is made between the percentages of total campus populations and the percentages of enrollment in vocational education. If the figures are similar, no problems in compliance are anticipated; however, if the percentages vary considerably, a problem may exist. During the on-site visit, these areas are carefully reviewed.

5. On-Site Review of Subrecipients

The Community and Technical Colleges Division staff conducts on-site monitoring visits to all institutions receiving agency-level review. The selection of postsecondary institutions for on-site review is primarily based on the size of the PSI and its geographic location. This assures balance in monitoring throughout the state. The Coordinating Board maintains files for each monitored PSI including a copy of discrepancies found and a copy of the voluntary compliance/corrective actions taken by the PSI.

When a PSI is not in compliance with civil rights requirements, it must take corrective action to ensure that the discrepancy is addressed. Written documentation is required to substantiate the corrective action taken. The corrective action is then approved by appropriate staff, filed for future reference, and a closure letter is sent to the PSI.

Appendix VI lists the PSIs monitored in previous years that were brought into compliance in 1992-93. A summary of the discrepancies cited and the voluntary compliance/corrective action taken by each PSI is located in Appendix VII. Houston Community College System is not yet in compliance because of extensive findings and the reorganization from one college and one president to six colleges, each with an individual president. This district's monitoring report is in Appendix XI. A follow-up visit will be conducted in calendar year 1993.

Appendix XV lists the PSIs that required follow-up visits due to discrimination complaints received by the Coordinating Board.

Appendix VIII alphabetically lists the PSIs monitored during the 1992-93 school year. A list of discrepancies cited and the voluntary compliance/corrective action required by each of the PSIs is located in Appendix IX.

6. Agency Technical Assistance

Postsecondary institutions are notified in writing of an impending on-site visit. Included with the written notice is a copy of the Monitoring Instrument (See Appendix XII) for the PSI to prepare for the visit and to generate questions on compliance. The Coordinating Board provides technical assistance before, during, and after the monitoring visit.

While technical assistance is routinely provided during the on-site monitoring process, it is not limited only to the PSIs being monitored. The Coordinating Board encourages all PSIs to request technical assistance and board staff responds to a considerable number of telephone requests. Personal visits to the Coordinating Board by PSI administrators and personal contact at committee meetings and conferences provide additional opportunities for technical assistance.

Examples of technical assistance provided are listed below and in Appendix XIII.

- Implementation of student grievance procedures for addressing discrimination based on race, color, national origin, sex, age, or handicap;

- Clarification that admissions requirements for the institution's vocational programs or courses are only those that are essential to instruction or for licensure;

- Assurance that recruitment and promotional materials are nondiscriminatory and contain a statement of nondiscrimination;

- Assurance that all program and related facilities are accessible to mobility-impaired students;

- Development and implementation of employee grievance procedures that address discrimination based on race, color, national origin, age, sex, or handicap;

- Assurance that PSIs provide equal access and support services to special populations;

- Assurance that counseling materials and resources are nondiscriminatory and that they are available to students of limited English proficiency and to those with hearing impairments;

- Review of counseling practices, activities, and procedures to ensure that the testing, advising, or predicting of student success is exclusive of race, color, national origin, age, sex, or handicap;

- Assurance that the job referral process is free of discrimination;

- Assurance that promotional materials do not create or perpetuate stereotypes or limitations based on sex, race, national origin, color, age, or handicap; and

- Assurance that an annual public notice is published annually and disseminated to the public.

7. Subrecipient Responses

Twelve postsecondary institutions received on-site monitoring visits during the 1992-93 program year. Voluntary compliance plans/corrective actions are due to the Coordinating Board on or before Aug 31, 1993.

8. Monitoring Activities/Subrecipient Noncompliance

When a postsecondary institution does not comply with civil rights requirements, it is provided technical assistance during monitoring activities, briefed about discrepancies in an exit meeting, and sent a formal written report within 30 days. The institution is then required to submit written documentation ensuring that the discrepancies have been corrected. Once this documentation is approved by appropriate staff, a closure letter is issued.

APPENDIX I

Certificate of Assurance

TEXAS HIGHER EDUCATION
COORDINATING BOARD
P.O. Box 12788 • Austin, Texas 78711
512-483-6250 • TEX-AN 256-6250 • FAX 512-483-6444

COMMUNITY AND TECHNICAL COLLEGES DIVISION

DALE F. CAMPBELL
Assistant Commissioner

SALLY J. ANDRADE
Director of Research and Program Planning

GLORIA ANN LOPEZ
Director of Instructional Programs

LARRY C. KEY
Director of Federal Projects

MEMORANDUM

TO: Dale F. Campbell

FROM: Susan Clare

DATE: May 13, 1993

RE: Office of Civil Rights Annual Report

As legal Counsel for the Texas Higher Education Coordinating Board (hereinafter "Board"), my office reviews all the Board's statutory authority to adopt.

In that regard, the rules and regulations pertaining to:

1. Postsecondary technical and vocational programs for state appropriations to public postsecondary institutions, see Chapter 9, Subchapter G, §9.151 - 9.156; Subchapter J §9.211 - 9.216
2. Contract instruction, see Chapter 9, Subchapter I, §9.191 - 9.194; and
3. The purpose and Authority of Texas State Technical College, see Chapter 11, Subchapter A, §11.01 - 11.06

has been reviewed by this office by May 13, 1993.

In that light, no discriminatory effect was found on the face of these rules with respect to race, color, sex, handicap, national origin or age. Additionally, as Board rules and regulations are added and/or revised, our office will review them on the basis of race, color, sex, handicap, national origin or age to assure they have no facially discriminatory effect.

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APPENDIX II

Rules and Regulations
of the
Coordinating Board
for
Postsecondary Vocational Education

Subchapter G. APPROVAL OF POSTSECONDARY TECHNICAL AND VOCATIONAL PROGRAMS FOR STATE APPROPRIATIONS TO COMMUNITY & JUNIOR COLLEGES & TEXAS STATE TECHNICAL INSTITUTES

Section
9.151. Purpose.
9.152. Authority.
9.153. Definitions.
9.154. Procedures.
9.155. Provisions for Emergency Approval and Ratification.
9.156. Evaluation and Sunset Review

9.151 Purpose.

(a) This subchapter provides rules and procedures for the approval and continuation of postsecondary technical and vocational programs for state appropriations.

(b) Postsecondary technical and vocational education in Texas is designed to provide individuals the opportunity to make informed occupational choices, to develop employability traits, and to acquire update or refine marketable skills. It is further designed to meet the employment needs of the State for a skilled work force. The programs are designed to meet a broad spectrum of student interest, abilities, and needs while directly fulfilling the short and long-range employment demands of the private and public sectors.

9.152. Authority.

Texas Education Code, Sections 21.113, 31.40, 61.051(e) and (f), 61.062, 130.0011, 135.01 and 135.04 provide the authority for the approval of postsecondary technical and vocational programs for state appropriations.

9.153. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

Postsecondary Institution. A community college, technical institute, or lower division of a university offering technical and vocational degree and certificate programs, adult vocational courses, compensatory courses, and lower-division general academic courses.

Postsecondary Technical and Vocational Education. Any organized educational program or course which is directly related to the acquisition, updating, or refinement of career occupational skills, and which requires other than a baccalaureate or advanced degree.

Postsecondary Technical and Vocational Program. Organized units of postsecondary technical and vocational instruction and training which are directly related to the acquisition and/or updating of occupational skills and for which a certificate or an Associate of Applied Science degree is awarded.

9.154. Procedures.

In accordance with the Technical and Vocational Programs guidelines, each institution wishing to offer a new or to revise an existing certificate or applied associate degree program must have completed the following procedures.

(1) Completion of the Application for the Approval of a New Technical or Vocational Program. Completed application forms will be approved by the president or chief executive officer and forwarded to the Coordinating Board, Community Colleges and Technical Institutes Division.

(2) Completion of Staff Review Process. The staff of the Community Colleges and Technical Institutes Division of the Coordinating Board will review the application for satisfactory fulfillment of the new program approval requirements and procedures as outlined in the Coordinating Board technical and vocational program guidelines. The staff will confer with the institution when additional information or clarification is needed.

(3) Completion of Formal Program Review.

(A) Once the program requirements have been met, the staff will schedule the program for formal program review. This review process will include representatives from the institution, the Coordinating Board staff, and other appropriate agencies.

(B) The Assistant Commissioner for Community Colleges and Technical Institutes will recommend programs to the Commissioner for approval or disapproval.

(4) New Program Approval.

(A) The Coordinating Board delegates to the Commissioner final approval authority for all programs of less than an associate degree at public postsecondary institutions.

(B) Associate degree programs will be approved by the Coordinating Board or if such a program has been approved by the Commissioner under Section 9.155, of this title (relating to Provisions for Emergency Approval and Ratification), the Board may ratify or reject such approval as provided in that section.

(5) Program Revision. Each postsecondary institution desiring to revise a certificate or an applied associate degree program must have completed the following procedures:

(A) Completion of application for program revision.
(B) Submission of the application for Coordinating Board staff review;
(C) Receipt of Coordinating Board approval or disapproval of the program revision request.

(6) Administrative Officers. All programs must be under the direction of an administrator having appropriate authority to ensure that quality is maintained and that programs are conducted in compliance with all applicable laws and rules. Administrative officers must possess credentials, work experience, and/or demonstrated competence appropriate to their areas of responsibility as specified by the Commission on Colleges, Southern Association of Colleges and Schools.

(7) Technical and Vocational Personnel. Technical and vocational personnel must be approved by the local postsecondary institution. Each individual must meet the minimum qualifications established by the Coordinating Board.

9.155. Provisions for Emergency Approval and Ratification.

Due to unique needs by the institutions that may arise between Coordinating Board meetings, the following provisions are made for emergency approval and ratification:

(1) The Board delegates to the Commissioner the authority to approve technical and vocational applied associate degree program requests between scheduled meetings of the Board in cases where delay would seriously impair the ability of an institution to offer a program for which there is an immediate need.

(2) Programs approved by the Commissioner under this emergency provision will be ratified by the Coordinating Board at the next regularly scheduled Board meeting.

(3) The Board retains the authority to reject approval of a program that has been approved under these emergency provisions. If the Board rejects a program, the institution will have one year to phase out the program or to make necessary revisions acceptable to the Board.

9.156. Evaluation and Sunset Review.

All technical and vocational programs are subject to periodic evaluation by the Coordinating Board staff. If a program is placed under sunset review as a result of an evaluation visit, the institution shall be given no more than two years to correct specified deficiencies. Eligibility for state funding will be terminated in the funding cycle following the completion of the program by all currently enrolled students if the deficiencies have not been corrected.

Subchapter J. APPROVAL OF POSTSECONDARY TECHNICAL & VOCATIONAL COURSES FOR STATE APPROPRIATIONS TO PUBLIC COMMUNITY COLLEGES AND TEXAS STATE TECHNICAL INSTITUTES

Section
9.211. Purpose.
9.212. Authority.
9.213. Definitions.
9.214. Approval.
9.215. Procedures.
9.216. Reporting.

9.211. Purpose.

This subchapter provides rules and procedures for the review, approval, or disapproval of postsecondary technical and vocational adult courses, both initial requests and revisions, for state appropriations to public postsecondary institutions.

9.212. Authority.

The Texas Education Code, Sections 31.40, 61.051 (e) and (f), 130.003 (e), and 135.03 (e) provides the authority for the approval of postsecondary technical and vocational adult courses for state appropriations.

9.213. Definitions.

The following words and terms when used in this subchapter shall have the following meanings, unless the context clearly indicates otherwise.

Postsecondary Institution (PSI) -- A public community college, technical institute, or lower division of a university offering technical and vocational degree and certificate programs, adult vocational courses, compensatory courses, and lower division general academic courses.

Postsecondary Technical and Vocational Adult Course -- A course conducted to provide intensive preparatory, supplemental or upgrade training with specific occupational objectives, or related instruction for apprenticeship training.

Preparatory Training -- Technical and vocational education designed for persons who require preparation to enter the labor market or a new career field.

Supplemental or Upgrade Training -- Technical and vocational education designed to extend, augment, or upgrade the knowledge and skills of persons in an occupation, or related occupation, for which the instruction is given.

Apprenticeship - related instruction -- Technical and vocational education organized for off-the-job classroom instruction in theoretical or technical subjects required for the completion of an apprenticeship training program.

9.214. Approval.

(a) Professional practices routinely acceptable in the development of any course of instruction must be followed for postsecondary technical and vocational adult courses. As a minimum, postsecondary technical and vocational adult course requests must:

(1) be designed for a specific occupation(s) and a specific occupational target population(s);
(2) include appropriate occupational objectives based on local needs;
(3) contain sequential learning experiences sufficient for attainment of the specified occupational objective; and
(4) include a description of the evaluation process to be used to assess student achievement in terms of meeting the specified occupational objectives.

(b) Postsecondary technical and vocational adult courses will include no fewer than ten (10) contact hours of instruction for institutions to receive state funding. The Coordinating Board may grant approval for fewer hours only if an authorized local, state, or national licensing, certifying, regulatory, or accrediting agency requires such training.

(c) Postsecondary technical and vocational adult course revisions must be submitted to the Coordinating Board, Community Colleges and Technical Institutes Division, for approval.

(d) The governing board of the postsecondary institution will establish tuition and fees for state-funded, postsecondary technical and vocational adult courses. Tuition and fees for state-funded courses will be uniformly and consistently assessed.

(e) Postsecondary technical and vocational adult courses will be approved for five years from the beginning of the quarter following the approval date. The termination date for each course will be reflected on the approved course list. Approved revisions or updates to the course list will renew that five-year approval, and any course not offered within a five year period will be deleted from the approved course list.

(f) Any postsecondary technical and vocational adult course request meeting or exceeding 360 contact hours must be dealt with as a new postsecondary technical and vocational program request and will be subject to all the requirements for postsecondary technical and vocational programs for state appropriations as outlined in Subchapter G of this chapter (relating to Approval of Postsecondary Technical and Vocational Programs for State Appropriations to Public Postsecondary Institutions).

(g) Postsecondary institutions offering more than one course that provides instruction for one occupational area and that when added together meets or exceeds 360 contact hours may be requested to submit an application for a new postsecondary technical and vocational program as outlined in Subchapter G of this chapter (relating to Approval of Postsecondary Technical and Vocational Programs for State Appropriations to Public Postsecondary Institutions).

9.215. Procedures.

(a) In accordance with a format established by the Coordinating Board staff, each postsecondary institution desiring to offer a new postsecondary technical and vocational adult course must have completed the following procedures:

(1) completion of the application for approval of postsecondary technical and vocational adult course, using application forms and guidelines provided by the Coordinating Board staff;

(2) submission of the application for Coordinating Board staff review; and

(3) receipt of Coordinating Board approval or disapproval of postsecondary technical and vocational adult course request.

(A) The application forms will be reviewed by the appropriate program director for satisfactory fulfillment of criteria.

(B) Once a course is approved, the course data are submitted to the Administration Division at the Coordinating Board, and will appear on the technical and vocational course list.

(b) In accordance with a format established by the Coordinating Board staff, each postsecondary institution desiring to revise a postsecondary technical and vocational adult course must have completed the same application form and procedures as described in subsection (a) of this section. The postsecondary institution will need to supply a rationale and need for the revision.

(c) All courses must be under the direction of an administrator having appropriate authority to ensure that quality is maintained and that courses are conducted in compliance with all applicable laws and rules. Administrative officers must possess credentials, experience, and/r demonstrated competence appropriate to their areas of responsibility as specified by the Southern Association of Colleges and Schools.

(d) Technical and vocational personnel must be approved by the local postsecondary institution. Each individual must meet the minimum qualifications established by the Coordinating Board.

9.216. Reporting.

Contact hours for postsecondary technical and vocational adult courses must be determined and reported in compliance with state law and Coordinating Board policy.

Subchapter I. CONTRACTUAL AGREEMENTS

Section
9.191 Definitions.
9.192. Contractual Agreements for Instruction with Non-Regionally Accredited Organizations.
9.193. Contractual Agreements for Instruction Provided by a Postsecondary Institution for Public Secondary Schools.
9.194. contract Instruction.

9.191 Definitions.

The words and terms when used in this subchapter shall have the following meanings unless the context clearly indicates otherwise.

Postsecondary Institution (PSI) -- A community college, technical institute, or lower division of a university offering technical and vocational degree and certificate programs, adult vocational education courses, compensatory courses, and lower division general academic courses.

Non-Regionally Accredited Organization (NRAO) -- An agency not accredited by the regional accreditation organization, Southern Association of colleges and Schools.

Contractual Agreements -- An agreement by contract between a postsecondary institution and one of the following:

(1) a NRAO for instructional services to be provided by the NRAO that could not be offered otherwise; or
(2) a public school district for instructional services to be provided by the postsecondary institution.

9.192. Contractual Agreements for Instruction with Non-Regionally Accredited Organizations.

(a) General Policy Guidelines.

(1) Contractual agreements for instruction have education as their primary purpose.
(2) Courses and programs offered under contractual agreements must be consistent with the educational purpose, mission, and goals of the institution.

(3) Courses and programs offered and requested for state reimbursement must remain under the sole and direct control of the sponsoring postsecondary institution.

(b) Regulations.

(1) Coordinating Board approval is required.

(A) All programs and courses must be approved through the established procedures (program, course, and out-of-district approvals of the Coordinating Board.

(B) Courses offered must remain under the sole and direct control of the sponsoring accredited institution which exercises ultimate and continuing responsibility for the performance of the functions reflected in the contract. Provisions must be made to ensure that conduct of the courses meets the standards of regular programs as disclosed fully in the publications of the institution, specifically including the following:

(i) recruitment and counseling of students;
(ii) admission of students to courses and/or to the sponsoring institution where credit programs are pursued;
(iii) curriculum;
(iv) evaluation of student progress;
(vi) record keeping;
(vii) tuition and/or fee charges, receipts and disbursement of funds, and refund policy;
(viii) appointment of faculty; and
(ix) instruction and learning resources.

(2) The contractual agreement is executed.

(A) The contractual agreement should be executed by designated officers of the institution and their counterparts in the contracting organization.

(B) The contractual agreement will establish a definite understanding between the institution and the contracting agency to include each of the items mentioned in this Subsection.

(C) The agreement should specify the work to be performed, the period of the agreement, and the conditions under which any renewal or renegotiation will occur.

9.193. Contractual Agreements for Instruction Provided by a Postsecondary Institution for Public Secondary Schools.

(a) General policy guidelines.

(1) Postsecondary institutions may contract to provide instruction for public secondary schools.

(2) Provision of instruction for public secondary schools by postsecondary institutions will be in accordance with rules and guidelines established by the Texas Education Agency.

([illegible]) Instruction provided under a contractual agreement will include course work necessary for students to complete high school. It does not apply to early admission programs for high school students entering college, to college credit courses being offered on-site at the high school, or to individual students applying for early admissions course work on the campus.

(b) Regulations.

(1) Instructors in contract programs must meet qualifications required by the postsecondary institution as well as the minimum guidelines approved by the State Board of Education.

(2) An agreement between the postsecondary institution and the independent school district (ISD) will be approved by both boards of trustees.

(3) Funding for this type of instruction will flow to the contracting agency (ISD). An agreed cost for instruction will be negotiated between the PSI and the ISD.

9.194. Contract Instruction.

(a) The Coordinating Board recognizes that in order to prepare a literate and trained workforce to be available for economic stability and development requires a true joint partnership between private and public sectors. Accordingly, the Board encourages contractual agreements between postsecondary institutions, business and industry, municipalities, and other state agencies in order to forge a common partnership of joint planning, facilities, laboratories, delivery systems, and evaluation efforts. However, the Board also recognizes the necessity to insure that state support is allowable only when there is a clear audit trail to demonstrate that the institution is only recovering the cost to provide instruction and that any excess revenue shall be returned to the state.

(1) Instruction in which the postsecondary institution contracts with a business, industry, or other entity to provide training or instructional services does qualify for state funding provided the postsecondary institution complies with this chapter, has locally determined cost figures for all direct costs including, but not limited to: instructional salaries; travel associated with the training; course development costs; instructional equipment rental or purchase; and instructional supplies; and has indirect cost as established by the local postsecondary institution's predetermined justified rate. The contracting entity may provide specialized equipment and/or facilities without charge for use by the postsecondary institution for the courses requested.

(2) Regular tuition charges for contracted courses are the same as tuition for noncontracted courses as approved by the local postsecondary institution's board. In addition to regular tuition, the local postsecondary institution will approve a procedure for charging the

contracting entity amounts for costs directly associated with the offering of the courses in accordance with the contractual agreement.

(3) The postsecondary institution shall maintain complete records on all contractual agreements. contracted courses for which the institution cannot show elements of justifiable costs, control, and responsibility as defined in Section 9.192 of this title (relating to Contractual Agreement for Instruction with Non-Regionally Accredited Organizations) will not be eligible for state funding.

(4) All revenues received, other that tuition and fees, must be used for enrichment of the instruction or to supplement the instruction financed by the state.

(5) A clear audit trail and documentation are provided to ensure that the aggregate revenue for the fiscal year from contracted courses does not exceed the aggregate cost for the fiscal year as defined by subsection (1) of this section. any excess revenue shall be returned to the state.

(b) Contracts in which the contractee is billed by the postsecondary institution for reimbursement of student tuition, fees, and books are exempt from the provisions of this section.

Subchapter A. PURPOSE & AUTHORITY

Section
11.01. Governance.
11.02. Role and Mission.
11.03. Campuses.
11.04. Extension Centers.
11.05. Other Instructional Activities.
11.06. Funding.

11.01. Governance.

The Texas State Technical Institute is an institution of higher learning, controlled by a board of regents appointed by the Governor and operated under statutory provisions as stated in the Texas Education Code, Chapter 135.

11.02. Role and Mission.

(a) Texas State Technical Institute is a coeducational institution of higher education offering courses of study in vocational and vocational-technical education for which there is demand within the state of Texas.

(b) Texas State Technical Institute shall serve the state of Texas by offering occupationally oriented programs in highly specialized technical and vocational areas for certification or associate degrees. Each Texas State Technical Institute campus is authorized to develop and offer highly specialized technical programs with related supportive course work. Primary consideration shall be placed on industrial and technological manpower needs of the state. The emphasis of each Texas State Technical Institute campus shall be on programs that do not duplicate programs commonly offered by public junior colleges and on excellence in instruction and public service. However, upon a finding by the Coordinating Board of the need for a program not available locally from a public junior college, the Coordinating Board may authorize an existing campus of the institute to offer the needed technical or vocational program. Faculty research, using the facilities provided for and consistent with the primary function of the institution, is encouraged. Funding for research should be from private sources, competitively acquired sources, and appropriated public funding.

11.03. Campuses.

The Texas State Technical Institute is a multi-campus system with system offices in Waco, Texas.

(1) Existing campuses are located in Cameron, McLennan, Nolan and Potter counties.
(2) New campuses may be created by Legislative action.
(3) Any proposed statute establishing a new TSTI campus shall be submitted to the Coordinating Board prior to legislative approval. The Board shall consider the State's need for an additional TSTI campus and report its findings to the Governor and the Legislature. A recommendation that an additional campus is needed requires the favorable vote of at least two-thirds of the Board.

11.04. Extension Centers.

(a) An extension center is an off-campus facility at which technical-vocational programs are conducted to provide accessibility to students in a designated geographic area.

(b) The Texas State Technical Institute may operate extension centers to provide Technical-Vocational programs as authorized in Texas Education code, Chapter 135.

(c) Criteria for the establishment and operation of extension centers are:

(1) An extension center may be established as the means of delivering extension programs approved by the Coordinating Board when in the opinion of the Board of Regents it is essential and meets institutional policy and criteria for an extension center.
(2) The institute may operate the extension center by use of federal grants, state funds, or contracts with existing political subdivisions, state agencies, state institutions, federal agencies, private enterprises or non-profit corporations.
(3) Extension centers may be established and operated in any Texas county where the need exists as long as the need continues and funds are available to provide the training.
(4) The programs and services provided must be in accordance with the TSTI authorization for extension programs as specified in Texas Education Code, Chapter 135.
(5) The programs and services offered must be of such extent as to require a full-time administrative supervisor and facilities for classrooms, shop and laboratory instruction.

11.05. Other Instructional Activities.

(a) The Texas State Technical Institute may operate apprenticeship training programs to include:

(1) Journeyman Upgrade Training -- A training program to upgrade skills of Journeyman where new technology or equipment is being adopted for a craft.

(2) Pre-Apprenticeship Training -- A training program to enable persons not qualified to become apprentices to correct these deficiencies.

(b) The Texas State Technical Institute may operate new plant start-up and plant expansion training programs to provide specific job training and related instruction in the individual job categories required for a company to start operations in a new plant or expand its operations.

11.06. Funding.

State support for programs at Texas State Technical Institute is provided by biennial appropriations from the Texas Legislature. The Coordinating Board is responsible for the development of formulas by which technical and vocational programs, related academic programs and facilities are supported.

APPENDIX III

Desk Audit Instrument

TEXAS HIGHER EDUCATION COORDINATING BOARD

Desk Audit Instrument

Institution:

If the following items are checked, the review of available data suggests that a problem may exist in equal access in vocational programs/courses. Those checked items (if any) will be the focus during our on-site visit to determine the condition of compliance.

ETHNICITY

1. Enrollment reports show unequal distribution of____Black _____Hispanic_____White_____Asian students in vocational programs/course.

   A. Over enrollment of:
   ____Blacks in________________________________prog./courses
   ____Hispanics in_____________________________prog./courses
   ____Whites in________________________________prog./courses
   ____Asians in________________________________prog./courses

   B. Under enrollment of:
   ____Blacks in________________________________prog./courses
   ____Hispanics in_____________________________prog./courses
   ____Whites in________________________________prog./courses
   ____Asians in________________________________prog./courses

2. ____Data reviewed reveals no apparent compliance problem.

On-Site Activities

1. ____Check current enrollment data with ethnicity identified and compare with ethnicity data.

2. ____Review admissions criteria and academic requirements assure program access is free of discrimination with regard to ethnicity.

3. ____Review counseling practices/materials and placement to assure it is free of discrimination with regard to ethnicity.

4. ____Review recruitment activities to assure it is free of discrimination with regards to ethnicity.

Sex Equity

1. Students do not appear to be placed in typically nontraditional areas as follows:

   ____few females in Agriculture
   ____few males in Vocational Home Economics
   ____few males in Allied Health
   ____few females in Industrial Education
   ____few females in Business and Management
   ____few males in Business/Office Occupations
   ____few females in Engineering and Science Technology
   ____few females in Marketing and Distribution
   ____few males in Consumer, Personnel, Miscellaneous Services
   ____few females in Protective Services

2. ____Females appear to be enrolled in training and traditionally low-skill, low paying jobs.

3. ____Data reviewed reveals no apparent problem.

On-Site Activities:

1. ____Review current enrollment by sex to determine changes/differences in nontraditional program placement of both sexes.

2. ____Review admissions criteria and academic requirements to assure program access is free of discrimination with regard to sex equity.

3. ____Review counseling practices/materials and placement to assure it is free of discrimination with regard to sex equity.

4. ____Review recruitment activities to assure it is free of discrimination with regard to sex equity.

5. ____Determine if males and females are encouraged to enroll in nontraditional vocational programs/courses.

HANDICAPPED STUDENTS

1. ____Available data indicate that relatively few handicapped students are enrolled in vocational programs and may not have equal access to vocational education.
2. ____Handicapped students appear to be concentrated in ____programs/courses.
3. ____Data reviewed reveals no apparent problem.

On-Site Activities

1. ____Review current enrollment of handicapped students to determine any changes/differences indicated in #1 and #2 above.
2. ____Review admissions criteria and academic requirements to assure program access is free of discrimination with regard to handicapped.
3. ____Review counseling practices/materials and placement to assure it is free of discrimination with regard to handicapped.
4. ____Review recruitment activities to assure it is free of discrimination with regard to handicapped.
5. ____Check to see that handicapped students are primarily placed in useful or preparatory programs.

APPENDIX IV

Enrollment Reports

Texas Higher Education Coordinating Board
Community Colleges and Technical Institutes
Ethnic Enrollment Table
(Example)

REPORT FOR: (Name of District/Example)	TOTAL	WHITE	HISPANIC	BLACK	ASIAN	INDIAN
Annual District total	88958	63572	6669	14021	4231	465
Voc Ed District total	22373	15587 (69.8%)	1682 (7.5%)	4086 (18.2%)	900 (4.0%)	11[illegible] 0.5%
Agriculture	174	160 (92.1%)	10 (5.7%)	3 (1.7%)	1 (0.5%)	0 0.0%)
Vocational Home Economics	884	541 (61.4%)	82 (9.2%)	252 (28.5%)	7 (0.7%)	2 0.2%)
Allied Health	1191	795 (67.1%)	52 (4.3%)	287 (24.0%)	50 (4.1%)	7 0.5%)
Industrial Education	2017	1494 (76.3%)	151 (7.4%)	273 (13.5%)	89 (4.4%)	10 (0.4%)
Business and Management	3372	2495 (74.2%)	214 (6.3%)	580 (17.1%)	67 (1.9%)	18 (0.5%)
Business (Office Occupations)	11860	8136 (68.8%)	939 (7.9%)	2223 (18.7%)	492 (4.1%)	70 (0.5%)
Engineering/Science Technologies	2078	1483 71.5%)	169 8.1%)	232 11.1%)	183 8.8%)	11 0.5%)
Marketing and Distribution	87	54 (62.3%)	5 (5.7%)	22 (25.2%)	6 (6.8%)	0 (0.0%)
Protective Services	708	429 (60.7%)	60 (8.4%)	214 (30.2%)	5 (0.7%)	0 (0.0%)

Texas Higher Education Coordinating Board
Community Colleges and Technical Institutes
Handicap Enrollment Table
(Example)

REPORT FOR: (Name of District/Example)	
Annual District total	2100
Voc Ed District total	1384
Agriculture	12
Vocational Home Economics	61
Allied Health	107
Industrial Education	148
Business and Management	188
Business (Office Occupations)	671
Engineering/Science Technologies	164
Marketing and Distribution	12
Protective Services	21

Texas Higher Education Coordinating Board
Community Colleges and Technical Institutes
Sex Enrollment Table
(Example)

REPORT FOR: (Name of District/Example)	TOTAL	MALE	FEMALE
Annual District total	88958	39620 (44.5%)	49338 (55.5%)
Voc Ed District total	22373	10555 (47.1%)	11818 (52.9%)
Agriculture	174	61 (35.0%)	113 (65.0%)
Vocational Home Economics	884	144 (16.2%)	740 (83.8%)
Allied Health	1191	221 (18.5%)	970 (81.5%)
Industrial Education	2017	1804 (89.4%)	213 (10.6%)
Business and Management	3374	1635 (48.4%)	1739 (51.6%)
Business (Office Occupations)	11860	4592 (38.7%)	7268 (61.3%)
Engineering/Science Technologies	2078	1783 (83.6%)	340 16.4%)
Marketing and Distribution	87	12 (13.7%)	75 (86.3%)
Protective Services	708	348 (49.1%)	360 (50.9%)

APPENDIX V

Vocational Faculty Reports

TEXAS HIGHER EDUCATION COORDINATING BOARD
VOCATIONAL EDUCATION FACULTY REPORT
FULL-TIME FACULTY

CIP CODE	PROGRAM AREA	SECTION I TOTAL	SECTION II; RACE/ETHNIC DESIGNATION AND SEX							
			WHITE		BLACK		HISPANIC		OTHER	
			M	F	M	F	M	F	M	F
5222	Child Care/Child Development	2	0	2	0	0	0	0	0	0
5423	Real Estate	1	1	0	0	0	0	0	0	0
5426	Marketing	2	2	0	0	0	0	0	0	0
5621	Management	1	1	0	0	0	0	0	0	0
5626	Banking Management	1	1	0	0	0	0	0	0	0
5821	Accounting and Computing	5	2	2	1	0	0	0	0	0
5822	General Business (Bus. Mgmt.)	5	4	1	0	0	0	0	0	0
5824	Stenographic & General Secre	3	0	2	0	1	0	0	0	0
5825	Specialized Secretarial	1	0	1	0	0	0	0	0	0
5831	Word Processing	2	0	2	0	0	0	0	0	0
6021	Data Processing Programmer	7	4	2	0	0	0	1	0	0
6227	Cosmetology	2	0	0	0	1	0	1	0	0
6234	Machine Shop	1	1	0	0	0	0	0	0	0
6238	Printing	2	1	1	0	0	0	0	0	0
6245	Welding	1	1	0	0	0	0	0	0	0
6422	Auto Mechanics	1	1	0	0	0	0	0	0	0
6423	Diesel Mechanics	1	1	0	0	0	0	0	0	0
7221	Air Conditioning and Heating	1	1	0	0	0	0	0	0	0
8021	Associate Degree Nursing	8	0	4	0	3	0	1	0	0
8040	Emergency Medical Technician	1	0	2	0	0	0	0	0	0
8622	Drafting and Design Technology	1	1	0	0	0	0	0	0	0
8824	Electronics Technology	2	2	0	0	0	0	0	0	0
	TOTAL	51	24	18	1	5	0	3	0	0

TEXAS HIGHER EDUCATION COORDINATING BOARD
VOCATIONAL EDUCATION FACULTY REPORT
PART-TIME FACULTY

CIP CODE	PROGRAM AREA	SECTION I TOTAL	SECTION II: RACE/ETHNIC DESIGNATION AND SEX							
			WHITE		BLACK		HISPANIC		OTHER	
			M	F	M	F	M	F	M	F
5222	Child Care/Child Development	2	0	1	0	0	0	0	0	1
5423	Real Estate	1	1	0	0	0	0	0	0	0
5621	Management	1	0	1	0	0	0	0	0	0
5626	Banking Management	1	1	0	0	0	0	0	0	0
5821	Accounting and Computing	2	2	0	0	0	0	0	0	0
5822	General Business (Bus. Mgmt.)	1	0	0	0	1	0	0	0	0
5824	Stenographic & General Secre	1	0	1	0	0	0	0	0	0
6021	Data Processing Programmer	5	0	1	1	1	1	1	1	0
6227	Cosmetology	1	0	1	0	0	0	0	0	0
6238	Printing	6	3	3	0	0	0	0	0	0
6245	Welding	3	1	0	1	0	1	0	0	0
6422	Auto Mechanics	3	2	0	1	0	0	0	0	0
6423	Diesel Mechanics	1	1	0	0	0	0	0	0	0
6821	Fire Protection Technology	3	3	0	0	0	0	0	0	0
7021	Law Enforcement	2	2	0	0	0	0	0	0	0
8021	Associate Degree Nursing	2	0	2	0	0	0	0	0	0
8040	Emergency Medical Technician	3	2	1	0	0	0	0	0	0
8622	Drafting and Design Technology	7	6	1	0	0	0	0	0	0
8824	Electronics Technology	5	2	1	0	0	0	0	2	0
9421	Related Instruction	1	0	1	0	0	0	0	0	0
	TOTAL	51	26	14	3	2	2	1	2	1

APPENDIX VI

List of Postsecondary Institutions Monitored During 1991-92 Brought Into Compliance During 1992-93

Postsecondary Institutions Monitored During 1991-92
Brought Into Compliance During 1992-93

1. Angelina College
2. Cisco Junior College
3. Galveston College
4. Howard College
5. Laredo College
6. Panola Junior College
7. Texas Southmost College*
8. Tyler Junior College
9. Victoria College*
10. Western Texas College

* Not in compliance

APPENDIX VII

Summary of Discrepancies Cited and Corrective Action Taken

1992-93

ANGELINA COLLEGE

Roger A. Labodda, Associate Director of Federal Projects, monitored the following civil rights legislation at Angelina College on April 21-22, 1992.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1 - ADMISSIONS

The applications for admissions forms include requests for information that can not be asked at admissions or need to be revised from their present form.

1. Application for Admission - Ethnicity; Disability.
2. Application for Readmission - Handicapped; Single Parent/Homemaker.
3. Application for Health Careers Programs - Any Physical Handicaps; Number of Dependents.

Corrective Action Required

The college submitted revised copies of their admissions applications.

Finding #2 - STUDENT GRIEVANCE PROCEDURES

The student grievance procedures do not address discrimination complaints based on sex, race, color, national origin, or handicap.

Corrective Action Required

The college submitted a copy of their student grievance procedures that address discrimination based on sex, race, color, national origin, and handicap.

Finding #3 - EMPLOYERS

There is no written assurance from employers that students will be accepted and assigned to jobs and otherwise treated without regard to sex, race, color, national origin, handicap, or age.

Corrective Action Required

The college submitted copies of written assurances from potential employers that they do not discriminate based on sex, race, color, national origin, handicap, and age.

Finding #4 - EMPLOYEE GRIEVANCE PROCEDURES

There are no employee grievance procedures that address discrimination on the basis of sex, race, color, national origin, handicap, or age.

Corrective Action Required

The college submitted a copy of their employee grievance procedures that address discrimination on the basis of sex, race, color, national origin, handicap, and age.

Finding #5 - PROMOTIONAL MATERIALS

The following printed materials do not contain a statement of nondiscrimination based on sex, race, color, national origin, handicap, or age.

1. Employment Application; Application for Admission; Application for Readmission.

Corrective Action Required

The college submitted revised copies of the above materials with the complete nondiscrimination statement that the college does not discriminate based on sex, race, color, national origin, handicap, and age.

CISCO JUNIOR COLLEGE

Roger A. Labodda, Associate Director of Federal Projects, monitored the following civil rights legislation at Cisco Junior College on March 24 - 25, 1992.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1 - ADMISSIONS

The applications for admissions forms include requests for information that can not be asked or need to be revised from their present form.

1. Application For Admission - Maiden Name; Married/Single; Race Ethnic Group Codes; Mr/Mrs; Name of Spouse.
2. Application for Vocational Nursing - Maiden; Mr/Mrs/Miss; Marital Status; Name of Spouse.

Corrective Action Required

The college submitted revised copies of their admissions forms.

Finding #2 - PUBLIC NOTICE

There is no annual public notice to students, parents, employees, and the general public that includes a nondiscrimination statement, addresses the limited English proficient, lists the compliance coordinator, and summarizes program offerings.

Corrective Action Required

The college submitted a copy of their public notice, the date it appeared, and the place it was published.

Finding #3 - EMPLOYMENT

An employer may not make pre-employment inquiry of an applicant as to whether the applicant is a handicapped person or as to the nature or severity of a handicap. The college's employment data form asks if the applicant has a disability.

Corrective Action Required

The college submitted a revised copy of its employment data form.

Finding #4 - FACILITIES ACCESS

The following facilities are not accessible to the mobility impaired

1. Vocational I - Male/female restroom stall doors under 32".
2. Vocational II - Male/female restroom stall doors under 32".

Corrective Action Required

The college submitted a plan of action with drawings and implementation time indicating how it will remove this discrepancy and how long it will take.

GALVESTON COLLEGE

Roger A. Labodda, Associate Director of Federal Projects, monitored the following civil rights legislation at Galveston College on March 16 - 17, 1992.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1 - EMPLOYEE GRIEVANCE PROCEDURES

There are no employee grievance procedures that address discrimination based on color.

Corrective Action Required

The college submitted a revised copy of the employee grievance procedure that includes color as a class for discrimination complaints.

HOWARD COUNTY JUNIOR COLLEGE DISTRICT

Roger A. Labodda, Associate Director of Federal Projects, monitored the following civil rights legislation at Howard County Junior College District on Dec 9-12, 1991.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

FINDING #1 - ADMISSIONS

The applications for admissions forms include requests for information that can not be asked or need to be revised from their present form.

1. Application for Admission - Maiden Name; Single/Married; Ethnicity.
2. Associate Degree Nursing/Vocational Nursing/Accelerated Associate Degree Nursing Admissions Procedures - add Color and National Origin to "Admission Criteria."
3. Department of Dental Hygiene Admissions Procedures (New Student Application) - Maiden Name; Marital Status; Ethnic Origin.

Corrective Action Required

The college submitted revised copies of their admissions forms.

FINDING #2 - EMPLOYERS

There is no written assurance from employers that students will be accepted, assigned to jobs or otherwise treated without regard to race, color, national origin, sex or handicap.

Corrective Action Required

The college submitted copies of written assurances from potential employers that they do not discriminate based on race, color, national origin, sex, handicap or age.

FINDING #3 - PROMOTIONAL MATERIALS

The following printed materials do not contain a statement of nondiscrimination on sex, race, color, national origin and handicap.

1. Howard College Application for Admission
2. Department of Dental Hygiene Admissions Procedures Packet
3. Department of Dental Hygiene New Student Application
4. Vocational Nursing Program Admissions Procedures Packet
5. Accelerated Associate Degree Nursing Admission Procedures Packet
6. Associate Degree Nursing Admission Procedures Packet

Corrective Action Required

The college submitted revised copies of the vocational education materials listed above that contain a complete statement of nondiscrimination.

LAREDO JUNIOR COLLEGE

Roger A. Labodda, Associate Director of Federal Projects, monitored the following civil rights legislation at Laredo Junior College on March 30 - 31, 1992.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1 - STUDENT GRIEVANCE PROCEDURES

The student grievance procedures do not address discrimination on the basis of sex, race, color, national origin, or handicap.

Corrective Action Required

The college submitted a revised copy of the student grievance procedures that address discrimination complaints on the basis of sex, color, race, national origin, handicap, and age.

Finding #2 - EMPLOYEE GRIEVANCE PROCEDURES

There are no employee grievance procedures that address discrimination on the basis of sex, race, color, national origin, handicap, or age.

Corrective Action Required

The college submitted a copy of their employee grievance procedures that address discrimination on the basis of sex, race, color, national origin, handicap, and age.

Finding 3# - EMPLOYERS

There is no written assurance from employers that students will be accepted, assigned to jobs, or otherwise treated without regard to sex, race, color, national origin, handicap, or age.

Corrective Action Required

The college submitted copies of written assurances from potential employers that they do not discriminate based on sex, race, color, national origin, handicap, and age.

PANOLA JUNIOR COLLEGE

Roger A. Labodda, Associate Director of Federal Projects, monitored the following civil rights legislation at Panola Junior College on November 13 -14, 1991.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1 - ADMISSIONS

The applications for admissions forms include requests for information that can not be asked or need to be revised from their present form.

1. Student Information and Registration Form (Cosmetology/Forest Technician) - Maiden Name; Mr., Miss, Mrs.; Marital Status; Spouse Name; Race Code.

2. Vocational Nursing Program Application for Admission - Maiden Name.

Corrective Action Required

The college submitted revised copies of their admissions forms.

Finding #2 - PUBLIC NOTICE

There is no annual public notice to students, parents, employees, and the general public that includes a nondiscrimination statement, addresses the limited English proficient, lists the compliance coordinator or summarizes program offerings.

Corrective Action Required

The college submitted a copy of their public notice and the date and place it was published.

Finding #3 - PROMOTIONAL PROCEDURES

The following printed materials do not contain a statement of nondiscrimination on the basis of sex, race, color, national origin, or handicap:

> Cosmetology; Office Systems; Clerical Specialist; Computer Information Systems; Welding; Vocational Nursing; Forest Technician; Don't Get a Job, Get a Career; Spring Schedule; Student Handbook for School of Cosmetology; Vocational Nursing Program Application for Admission.

Corrective Action Required

The college submitted revised copies of the above materials that contain a nondiscrimination statement.

Finding #4 - EMPLOYEE GRIEVANCE PROCEDURES

There are no employee grievance procedures that address discrimination on the basis of sex, race, color, national origin, or race.

Corrective Action Required

The college submitted a copy of their employee grievance procedures for discrimination complaints based on sex, race, color, national origin, and handicap.

Finding #5 - FACILITIES ACCESS

There is not a designated parking space for persons with disabilities at the Marshal Campus.

Corrective Action Required

The college will assure that a handicapped parking space is designated at the Marshal Campus.

TEXAS SOUTHMOST COLLEGE

Roger A. Labodda, Associate Director of Federal Projects, monitored the following civil rights legislation at Texas Southmost College on February 11-12, 1992.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1: ADMISSIONS

The applications for admissions forms include requests for information that can not be asked prior to admission or need to be revised from their present form.

1. Application for Admission - Maiden Name; Marital Status; Ethnic Origin.
2. Allied Health Programs: Associate Degree Nursing, Medical Laboratory Technology, Radiologic Technology, Respiratory Therapy Technology - Marital Status; Spouse's Name, Address, Occupation; Disability.
3. Allied Health Programs: LVN - Maiden Name.

Corrective Action Required

The college will submit a copy of their revised admissions forms.

Finding #2: PUBLIC NOTICE

There is no annual public notice to students, parents, employees, and the general public that includes a nondiscrimination statement, addresses the limited English proficient, lists the compliance coordinator, or summarizes program offerings.

Corrective Action Required

The college will submit a copy of their public notice and the date and place it was published.

Finding #3: PROMOTIONAL PROCEDURES

The following printed materials do not contain a statement of nondiscrimination on the basis of sex, race, color, national origin, or handicap:

Medical Laboratory Technician Program and Phlebotomy; Radiologic Technology at Texas Southmost College; Respiratory Therapy Certification and Registry Program; Vocational Nursing; Industrial Education Department; Allied Health Education Department; Try Non-Traditional Careers at TSC; Services for Students with Disabilities; Department of Business; Cooperative Education:Student Handbook/Employer Handbook; Emergency Medical Technology; Electronics Technology; Student Handbook and Calendar of Events; and all general and program specific applications for admissions.

Corrective Action Required

The college will submit revised copies of the materials listed above that contain a complete statement of nondiscrimination.

Finding #4: STUDENT GRIEVANCE PROCEDURES

The student grievance procedures do not address discrimination on the basis of sex, race, color national origin, handicap, or age.

Corrective Action Required

The college will submit a copy of the revised student grievance procedures that address discrimination based on sex, race, color, national origin, handicap, and age.

Finding #5: EMPLOYEE GRIEVANCE PROCEDURES

There are no employee grievance procedures that address discrimination on the basis of sex, color, race, national origin, handicap, or age.

Corrective Action Required

The college will submit a copy of the employee grievance procedures that address discrimination based on sex, color, race, national origin, handicap, and age.

Finding #6: EMPLOYERS

There is no written assurance from employers that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap.

Corrective Action Required

The college will submit copies of written assurance from potential employers that they do not discriminate based on race, color, national origin, sex, handicap, and age.

Finding #7: ACCESSIBILITY

The following facilities are not accessible to the mobility impaired.

1. Rusteberg Building - Male/female restrooms on first and second floors have doors to the stalls that are too narrow.
2. Vocational Trades Building/Allied Health - Entrance to restrooms are too narrow.
3. Cavalry Quarters - Male/female restrooms need handrails.
4. Auto Mechanics Building - Male/female restrooms are not accessible.
5. Auto Body Building - Male/female restrooms are not accessible.

TYLER JUNIOR COLLEGE

Roger A. Labodda, Associate Director of Federal Projects, monitored the following civil rights legislation at Tyler Junior College on December 4 -5, 1991:

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972; and
3. Section 504 of the Rehabilitation Act of 1973.

Finding #1: ADMISSIONS

The applications for admission forms include requests for information that can not be asked in its present form.

1. Admissions Application - Maiden Name; Race; Name of Spouse; Date of Marriage

2. Health Science Program Admission Application - Maiden Name

Corrective Action Required

The college submitted revised copies of their admissions forms.

FINDING #2: PUBLIC NOTICE

There is no annual public notice to students, parents, employees, and the general public that includes a nondiscrimination statement addressing the Listed English Proficient lists the compliance coordinator, or summarizes program offerings.

Corrective Action Required

No action is necessary. The college submitted their public notice prior to the final monitoring report.

THE VICTORIA COLLEGE

Roger A. Labodda, Associate Director of Federal Projects, monitored the following civil rights legislation at The Victoria College on April 14-15, 1992.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1 - ADMISSIONS

The application for admission form includes requests for information that cannot be asked at admissions or need to be revised from their present form.

1. Maiden Name

Corrective Action Required

The college will submit a revised copy of the admissions form.

Finding #2 - PROMOTIONAL MATERIALS

The following printed materials do not contain a statement of nondiscrimination on the basis of sex, race, color, national origin, handicap, or age.

Vocational Nursing; Respiratory Care: A Career For Now and the Future

Corrective Action Required

The college will submit revised copies of the above materials that contain a full nondiscrimination statement that the college does not discriminate based on sex, race, color, national origin, handicap, and age.

Finding #3 - STUDENT GRIEVANCE PROCEDURES

The student grievance procedures do not address discrimination on the basis of sex, race, color, national origin, handicap or age.

Corrective Action Required

The college will submit a copy of their student grievance procedures that address discrimination complaints on the basis of sex, race, color, national origin, handicap, and age.

Finding #4 - EMPLOYERS

There is no written assurance from employers that students will be accepted and assigned to jobs and otherwise treated without regard to sex, race, color, national origin, handicap, or age.

Corrective Action Required

The college will submit copies of written assurance from potential employers that they do not discriminate based on sex, race, color, national origin, handicap, and age.

Finding #5 - EMPLOYMENT APPLICATION

The "Applicant Statement of Qualifications" requests sex and racial/ethnic data that can not be part of the application process.

Corrective Action Required

The college will submit a revised copy of the "Applicant Statement of Qualifications" that does not include request for sex and racial data.

Finding #6 - EMPLOYEE GRIEVANCE PROCEDURES

There are no employee grievance procedure that address discrimination complaints based on color.

Corrective Action Required

The college will submit a copy of their revised employee grievance procedure that address discrimination complaints based on color.

WESTERN TEXAS COLLEGE

Roger A. Labodda, Associate Director of Federal Projects, monitored the following civil rights legislation at Western Texas College on April 6-7, 1992.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1 - ADMISSIONS

The applications for admissions forms include requests for information that can not be asked at admissions or need to be revised from their present form.

1. Application for Admission - Maiden Name; Widowed/Divorced; Disabilities; Single Parent.

2. Student Application For Admission Nursing - Mr/Mrs; Disabilities.

Corrective Action Required

The college submitted revised copies of the above mentioned admissions forms.

Finding #2 - EMPLOYEE GRIEVANCE PROCEDURES

There are no employee grievance procedures that address discrimination on the basis of sex, color, race, national origin, handicap, and age.

Corrective Action Required

The college submitted a revised copy of their employee grievance procedures that address discrimination on the basis of sex, color, race, national origin, handicap, and age.

Finding #3 - FACILITIES ACCESSIBILITY

The following facilities are not accessible to the mobility impaired.

1. Vocational Building 7A - Entrance to restrooms are under 32" Building threshold greater than 1/2"
2. Nursing Building 7C - Building threshold greater than 1/2"
3. Diesel Automotive 7D - Female restroom missing two grab bars
4. Cosmetology Building - Female restroom missing two grab bars
5. Welding Program - Male restroom missing two grab bars

Corrective Action Required

The college submitted a plan of action with drawings and implementation as appropriate indicating how it will remove the above discrepancies.

APPENDIX VIII

List of Postsecondary Institutions Monitored in 1992-93

POSTSECONDARY INSTITUTIONS MONITORED

1992-93

1. Amarillo College
2. Clarendon College
3. Del Mar Junior College
4. El Paso Community College
5. Frank Phillips College
6. Grayson College
7. Kilgore Junior College
8. Midland College
9. North Harris Montgomery College
10. Paris Junior College
11. South Plains College
12. Texarkana Community College

APPENDIX IX

Summary of Discrepancies Cited and Correction Action Required

1992-93

Monitoring Report
Amarillo College

Roger A. Labodda, Associate Program Director of Federal Projects, monitored the following civil rights legislation at Amarillo College on Nov 3 - 5, 1992.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1: ADMISSIONS

The application for admissions forms include requests for information that can not be asked prior to admission or that need to be revised from their present form.

Corrective Action Required

1. Student Application - Maiden Name; Ethnic Origin
2. Application for Admission ADN - Maiden Name

Finding #2: PUBLIC NOTICE

There is no annual public notice to students, parents, employees, and the general public that includes a nondiscrimination statement, addresses the limited English proficient, lists the compliance coordinators, or summarizes program offerings.

Corrective Action Required

The college will submit a copy of their public notice and the date and place in which it was published.

Finding #3: PROMOTIONAL MATERIALS

The following printed materials do not contain a statement of nondiscrimination on the basis of sex, race, color, national origin, and handicap:

Nursing Forms; Classified and Faculty Employment Forms; Access Division; Nursing Information Packet; Business Computer Systems; Focus on Real Estate; Computer Assisted Drafting and Design; Automotive Technology; Hazardous Materials Technology; Commercial Service Technology.

Corrective Action Required

The college will submit the above publications with the proper nondiscrimination statement on them.

Finding #4: EMPLOYERS

There is no written assurance from employers that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap.

Corrective Action Required

The college will submit copies of written assurances from potential employers that they do not discriminate based on race, color, national origin, sex, handicap, or age.

Finding #5: EMPLOYEE GRIEVANCE PROCEDURES

There is no employee grievance procedures that address discrimination on the basis of sex, race, color, national origin, handicap, or age.

Corrective Action Required

The college will submit a copy of their revised employee grievance procedures that address discrimination complaints based on sex, race, color, national origin, and handicap.

Finding #6: STUDENT GRIEVANCE PROCEDURES

The student grievance procedures do not address discrimination on the basis of sex, color, race, national origin, or handicap.

Corrective Action Required

The college will submit a copy of student grievance procedures that address discrimination on the basis of sex, color, race, national origin, handicap, or age.

Finding #7: AFFIRMATIVE ACTION STATEMENT

The affirmative action statement D.1.1.1. is incomplete.

Corrective Action Required

The college will submit a revised copy of their affirmative action statement that includes handicap and age.

Finding #8: ACCESSIBILITY

The following facilities are not accessible to the mobility impaired.

1. Warren Hall - Male/Female both the entrance and stalls on 2nd floor
2. Parcells Hall - Male/Female stalls on 4th floor
3. Business Building - Female entrance and stalls
   Male/Female entrance and stalls

Corrective Action Required

The College will submit a plan of action indicating how the above barriers will be removed. This plan should include drawings, cost, and a time-line when it will be completed.

Monitoring Report
Clarendon College

Roger A. Labodda, Associate Director of Federal Projects, monitored the following civil rights legislation at Clarendon College on Oct 20 - 21, 1992.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1: ADMISSIONS

The application for admissions forms include requests for information that can not be asked prior to admission or need to be revised from their present form.

Corrective Action Required

1. Application for Admission - Maiden Name, Marital Status Spouse (Emergency)

Finding #2: PUBLIC NOTICE

There is no annual public notice to students, parents, employees, and the general public that includes a nondiscrimination statement, addresses the limited English proficient, lists the compliance coordinator, or summarizes program offerings.

Corrective Action Required

The college submitted a copy of their public notice and the date and place in which it was published.

Finding #3: EMPLOYERS

There is no written assurance from employers that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap.

Corrective Action Required

The college submitted copies of written assurances from potential employers that they do not discriminate based on race, color, national origin, sex, handicap, or age.

Finding #4: EMPLOYEE GRIEVANCE PROCEDURES

There are no employee grievance procedures that address discrimination on the basis of sex, color, race, national origin, handicap, or age.

Corrective Action Required

The college submitted a copy of their employee grievance procedures that address discrimination on the basis of sex, race, color, national origin, and disability.

Finding #5: Facilities Access

The following facilities are not accessible to the mobility impaired:

1. Men's dorm room,
2. Male and Female restroom stalls in the Electronics/Cosmetology building,
3. Ramp into cosmetology.

Corrective Action Required

The college submitted a plan of action indicating how the above barriers will be removed. This plan should include drawings, cost, and a time line when it will be completed. Any modifications to facilities must meet the American National Standard Institute (ANSI) requirements for accessibility for people with a physical disability.

Monitoring Report
Del Mar College

Roger A. Labodda, Associate Program Director of Federal Projects, monitored the following civil rights legislation at Del Mar College on Dec 15 - 17, 1992.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1: ADMISSIONS

The application for admission form includes requests for information that can not be asked prior to admission or that need to be revised from their present form.

Corrective Action Required

The college will submit a revised copy of their admission form that address the issues of race/ethnicity, marital status, number of children and physical disabilities.

Finding #2: PROMOTIONAL MATERIALS

The following printed materials do not contain a statement of nondiscrimination on the basis of sex, race, color, national origin, or handicap:

Computer Science; Workplace Education...Benefits for Employee and Employer; Machine Shop.

Corrective Action Required

The college will submit the above corrected materials with the proper nondiscrimination statement.

Finding #3: EMPLOYERS

There is no written assurance from employers that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap.

Corrective Action Required

The college will submit copies of written assurances from potential employers that they do not discriminate based on race, color, national origin, sex, handicap, or age.

Finding #4: ACCESSIBILITY

The following facilities are no accessible to the mobility impaired.

1. Health Science Building - Male/Female restroom stalls on second floor.

2. Flato Building - Door closest to the handicap parking space is difficult to open.

3. Welding Building #2 - Female restroom needs grab bar.

4. Restaurant Building - Men's restroom entrance and stall; female stall.

5. Administration Building - Male restroom grab bars on first floor; female stall and grab bars on first floor; female stall on second floor.

Corrective Action Required

The college will submit a plan of action indicating how the above barriers will be removed. This plan should include drawings, cost, and a time-line when it will be completed.

Monitoring Report
El Paso County Community College District

Roger A. Labodda, Associate Program Director of Federal Projects, monitored the following civil rights legislation at El Paso County Community College District on February 10 - 12, 1993.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1: ADMISSION

The application for admission forms include requests for information that can not be asked prior to admission or need to be revised from their present form.

Corrective Action Required

The college will submit revised copies of their admissions form that address the following.

1. Admissions Application - Maiden Name; Ethnicity; Handicapped.

2. Health Occupations Application - Maiden Name.

Finding #2: PUBLIC NOTICE

There is no annual public notice to students, parents, employees, and the general public that includes a nondiscrimination statement, addresses the Listed English Proficient, lists the compliance coordinators, or summarizes program offerings.

Corrective Action Required

The college will submit a copy of their public notice and the date and place in which it was published.

Finding #3: PROMOTIONAL MATERIALS

The following printed materials do not contain a statement of nondiscrimination on the basis of sex, race, color, national origin, and handicap:

Cooperative Education; Health Occupations Specialized Admissions Criteria; Placement Center.

Corrective Action Required

The college will submit revised copies of the above materials with the proper nondiscrimination statement attached.

Finding #4: EMPLOYERS

There is no written assurance from employers that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap.

Corrective Action Required

The college will submit copies of written assurances from potential employers that they do not discriminate based on race, color, national origin, sex, or handicap.

Finding #5: ACCESSIBILITY

The following are not accessible to the mobility impaired:

Ramps on the Rio Grande Campus are in need of repair.

Corrective Action Required

The college will submit a plan of action indicating how the above barriers will be corrected. This plan should include cost and time-line when it will be completed.

Monitoring Report
Frank Phillips College

Roger A. Labodda, Associate Director of Federal Projects, monitored the following civil rights legislation at Frank Phillips College on Nov 3 -4, 1992.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1: ADMISSIONS

The application for admissions forms include requests for information that can not be asked prior to admission or need to be revised from their present form.

Corrective Action Required

Student Information and Registration - Race Codes; Marital Status; Mr/Mrs/Ms.
Vocational Nursing - Maiden Name; Medications/Illnesses

Finding #2: ADMISSIONS CRITERIA

Admissions requirements (limited to ages 18 through 55) for access to the nursing program can not be demonstrated as essential to the program of instruction or for licensure.

Corrective Action Required

The college will submit a copy of their revised requirements for admission into nursing.

Monitoring Report
Grayson County College

Roger A. Labodda, Associate Program Director of Federal Projects, monitored the following civil rights legislation at Grayson County College on Dec 7 - 9, 1992.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1: ADMISSIONS

The application for admission form include requests for information that can not be asked prior to admission or that need to be revised from their present form.

Corrective Action Required

The college will submit a revised copy of the admissions form that does not request a person's maiden name. In addition, the word "color" needs to be added to the admission form's nondiscrimination statement.

Finding #2: PUBLIC NOTICE

There is not a complete annual public notice to students, parents, employees, and the general public that includes a statement that limited English proficiency is not a barrier for admission to the college.

Corrective Action Required

The college will submit a revised copy of their public notice, date, and place it was published.

Finding #3: PROMOTIONAL MATERIALS

The following printed materials do not contain a statement of nondiscrimination on the basis of sex, race, color, national origin, or handicap:

Associate Degree Nursing, Admission Information; Refrigeration, and Air Conditioning Technology; Grayson County College Calendar.

Corrective Action Required

The college will submit the above materials that contain the appropriate nondiscrimination statement on them.

Finding #4: EMPLOYERS

There is no written assurances from potential employers that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap.

Corrective Action Required

The college will submit copies of written assurances from potential employers that they do not discriminate based on race, color, national origin, sex, handicap, or age.

Finding #5: EMPLOYMENT FORM

The employment form request information that can not be requested on an employee application.

Corrective Action Required

The college will submit a revised application that does not include the request for maiden name.

Finding #6: ACCESSIBILITY

The following facilities are not accessible to the mobility impaired:

1. Auto Body - Entrance and stall to male/female restrooms and grab bars.
2. Cosmetology - Entrance and stall to female restroom; stalls in male restroom.
3. Office Occupations - Stalls to male/female restrooms and grab bars.
4. Dorms - Entrance and stalls to male/female restrooms and grab bars.
5. Welding - Stalls to male and female restrooms.
6. Handicapped parking by nursing building is one big hole.
7. "T" Building - Entrance and stalls to male/female restrooms
8. Business Building - Stalls to male and female restrooms and grab bars.

Corrective Action Required

The college will submit a plan of action indicating how the above barriers will be removed. This plan should include drawings, cost, and a time-line when it will be completed.

Monitoring Report
Kilgore College

Roger A. Labodda, Associate Program Director of Federal Projects, monitored the following civil rights legislation at Kilgore College on April 6 - 7, 1993.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1972

Finding #1: ADMISSIONS

The application for admissions forms include requests for information that can not be asked prior to admission or that need to be revised from their present form.

Corrective Action Required

The college will submit revised copies of their admissions forms that address the following items.

1. General Application for Admission - Maiden Name; Ethnic Origin; Religious Preference; Complete Nondiscrimination Statement.

2. Associate Degree Nursing Application for Admission - Maiden; Full Nondiscrimination Statement.

3. Admission Application Vocational Nursing - Maiden; Full Nondiscrimination Statement.

4. Health Occupations Division Applications for Admission - Maiden; Full Nondiscrimination Statement.

Finding #2 - DORMITORIES

Not all residence halls have been modified to provide barrier free access to students in wheelchairs.

Corrective Action Required

The college will submit a plan of action with drawings and implementation time indicating how it will remove this discrepancy.

Finding #3: ACCESSIBILITY

The following facilities are not accessible to the mobility impaired:

1. Liberal Arts - Male/female first floor stall not accessible; grab bars; restroom entrance doors on 2nd floor too narrow.
2. Porter Building - Male/female entrance doors too narrow for access on first and second floor.
3. Shop Building - Male/female entrance and stalls not accessible on first floor.
4. Vocational Classroom Building - Male/female entrance and stalls not accessible on the 2nd floor.
5. Student Service Building - Grab bars in women's restroom.

Corrective Action Required

The college will submit a plan of action indicating how the above barriers will be removed. This plan should include drawings, cost, and a time-line when it will be completed.

Monitoring Report
Midland College

Roger A. Labodda. Associate Program Director of Federal Projects, monitored the following civil rights legislation at Midland College on March 17 - 19, 1993.

1. Title VI of the Civil Rights Act
2. Title ix of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1: ADMISSIONS

The application for admissions form includes requests for information that can not be asked prior to admission or that need to be revised from their present form.

Corrective Action Required

The college will submit revised admissions forms that address the following items.

1. Application for Admission - Maiden; Ethnic Codes; "Are you a single parent"; "Do you have any of these disabilities"; Texas Rehab.

Finding #2: STUDENT GRIEVANCE PROCEDURES

The student grievance procedures do not address discrimination complaints on the basis of sex, color, race, national origin, and handicap.

Corrective Action Required

The college will submit a copy of student grievance procedures that address discrimination on the basis of sex, color, race, national origin, or handicap.

Finding #3: EMPLOYERS

There is no written assurance from potential employers that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap.

Corrective Action Required

The college will submit copies of written assurances (collected prior to posting of opening) from potential employers that they do not discriminate based on race, color, national origin, sex, or handicap.

Monitoring Report
North Harris Montgomery Community College District

Roger A. Labodda, Associate Program Director of Federal Projects, monitored the following civil rights legislation at North Harris Montgomery Community College District on March 10 - 12, 1993.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973.

Finding #1: ADMISSIONS

The application for admissions forms include requests for information that can not be asked prior to admission or that need to be revised from their present form.

Corrective Action Required

The college will submit a revised copy of their admissions form that addresses the following.

1. Application for Admission - "Including Maiden Name"; Ethnicity; Married; Number of dependents.

Finding #2: EMPLOYMENT FORM

The application for full-time employment requests data that can not be requested in its present form.

Corrective Action Required

The college will submit a revised copy of their employment form that address the following data.

1. Application for Employment - Maiden Name

Finding #3: PROMOTIONAL MATERIALS

The following printed materials do not contain a statement of nondiscrimination on the basis of sex, race, color, national origin and handicap:

Photographic Technology; Electronics; Interior Design; Medical Office Specialist; Respiratory Care.

Corrective Action Required

The college will submit revised copies of the above materials with the proper nondiscrimination statement attached.

Finding #4: PUBLIC NOTICE

There is no annual public notice to students, parents, employees, and the general public that includes a nondiscrimination statement, addresses the limited English proficient, lists the compliance coordinators, or summarizes program offerings.

Corrective Action Required

The college will submit a copy of their public notice and the date and place in which it was published.

Finding #5: EMPLOYERS

There is no written assurance from employers that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap.

Corrective Action Required

The college will submit copies of written assurances from potential employers that they do not discriminate based on race, color, national origin, sex, or handicap.

Finding #6: ACCESSIBILITY

The following facilities are not accessible to the mobility impaired.

North Harris College:

Winship Building; Male/female doors are only 28" on both the first and second floor

Industrial Education Building; No grab bars

Learning Resource Center; Male/female stalls 28"

Corrective Action Required

The college will submit a plan of action indicating how the above barriers will be removed. This plan should include drawings, cost, and a time-line when it will be completed.

Monitoring Report
Paris Junior College

Roger A. Labodda, Associate Program Director of Federal Projects, monitored the following civil rights legislation at Paris Junior College on Feb 2 - 4, 1993.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1: ADMISSIONS

The application for admission forms include requests for information that can not be asked prior to admission or that need to be revised from their present form.

Corrective Action Required

The college will submit revised admission forms that address the following.

1. General Application for Admission - Maiden Name
2. Vocational Nursing Admission Application - Maiden Name; Mr. Mrs. Ms., Miss; Nondiscrimination statement.
3. Associate Degree Nursing Admission Application - Maiden Name; Mr. Mrs. Ms. Miss; Nondiscrimination statement.

Finding #2: PUBLIC NOTICE

There is no annual public notice to students, parents, employees, and the general public that includes a nondiscrimination statement, addresses the LEP, lists the compliance coordinators, or summarizes program offerings.

Corrective Action Required

The college will submit a copy of their public notice, and the date and place it was published.

Finding #3: PROMOTIONAL MATERIALS

The following printed materials do not contain a statement of nondiscrimination on the basis of sex, race, color, national origin, and handicap: peer mentoring program; student handbook; vocational nursing information for prospective students; division of gemology, horology, and jewelry technology information; vocational nursing student handbook.

Corrective Action Required

The college will submit revised copies of the above materials with the complete nondiscrimination statement.

Finding #4: ACCESSIBILITY

The following facilities are not accessible to the mobility impaired:

1. Women's Dorm - Grab bars in stalls; grab bar in bathtub; curb cut to dorm.
2. Men's Dorm - Grab bars in stalls and shower.
3. Cosmetology - Grab bar in men's restroom.
4. Electronics - Men's stall needs grab bars; women's stall needs grab bar; Curb cut need repair.

Corrective Action Required

The college will submit a plan of action indicating how the above barriers will be removed. This plan should include drawings, cost, and a time-line when it will be completed.

Monitoring Report
South Plains College

Roger A. Labodda, Associate Program Director of Federal Projects, monitored the following civil rights legislation at South Plains College on March 3 - 5, 1993.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Findings #1: ADMISSIONS

The application for admissions forms include requests for information that can not be asked prior to admission or that need to be revised from their present form.

Corrective Action Required

The college will submit their revised admissions forms that address the following.

1. Application for Admission - Maiden Name
2. Associate Degree Nursing Application for Admission - Maiden Name

Finding #2: STUDENT GRIEVANCE PROCEDURES

The student grievance procedures do not address discrimination on the basis of sex, race, color, national origin, and handicap.

Corrective Action Required

The college will submit a copy of their student grievance procedures that addresses discrimination complaints based on sex, race, color, national origin, handicap.

Finding #3: EMPLOYERS

There is no written assurance form employers that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap.

Corrective Action Required

The college will submit copies of written assurances from potential employers that they do not discriminate based on race, color, national origin, sex or handicap.

Finding #4: ACCESSIBILITY

The following facilities are not accessible to the mobility impaired:

1. Tech Building - Women's restroom entrance, 1st floor; men's stall, 2nd floor and women's stall, 2nd floor

2. Lubbock Building - Male/female stall and grab bars on 2nd, 4th and 5th floor.

Corrective Action Required

The college will submit a plan of action indicating how the above barriers will be removed. This plan should include drawings, cost, and a time-line when it will be completed.

Monitoring Report
Texarkana College

Roger A. Labodda, Associate Program Director of Federal Projects, monitored the following civil rights legislation at Texarkana College on Jan 19 - 21, 1993.

1. Title VI of the Civil Rights Act
2. Title IX of the Educational Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973

Finding #1: ADMISSIONS

The application for admissions form includes requests for information that can not be asked prior to admission or that need to be revised from their present form.

Corrective Action Required

The College will submit a revised admissions form that addresses the following item.

1. Admissions Application - Race

Finding #2: PUBLIC NOTICE

There is no annual public notice to students, parents, employees, and the general public that includes a nondiscrimination statement, addresses the LEP, lists the compliance coordinators, or summarizes program offerings.

Corrective Action Required

The college will submit a copy of their public notice, the date, and place in which it was published.

Finding #3: EQUAL OPPORTUNITY STATEMENT

The statement does not include "disability" as a condition for nondiscrimination.

Corrective Active Required

The college will submit a revised copy of their equal opportunity statement.

Finding #4: STUDENT GRIEVANCE PROCEDURES

The student grievance procedures does not address discrimination on the basis of color, race, nor national origin.

Corrective Action Required

The college will submit a revised copy of their student grievance procedures that addresses discrimination complaints based on sex, race, color, national origin, handicap, and age.

Finding #5: EMPLOYERS

There is no written assurance from employers that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap.

Corrective Action Required

The college will submit copies of written assurances from potential employers that they do not discriminate based on race, color, national origin, sex, or handicap.

Finding #6: ACCESSIBILITY

The following facilities are not accessible to the mobility impaired.

1. CEC Building - Unisex bathroom door too narrow for a wheelchair.
2. Alkin Business Building - Male/female restroom stalls.

Corrective Action Required

The college will submit a plan of action indicating how the above barriers will be removed. This plan should include drawings, cost, and a time-line when it will be completed.

APPENDIX X

Five-Year OCR Monitoring Schedule

FIVE-YEAR OCR MONITORING SCHEDULE

1990-1991

Southwest Texas Junior College
McLennan Community College
Bee County College
Alvin Community College
Texas A&M Engineering Extension Service
Hill College
Temple Junior College
Navarro College
American Educ. Complex
Lee College

1991-1992

Cisco Junior College
Texas Southmost College
Galveston College
Laredo Junior College
Howard College
Victoria College, The
Tyler Junior College
Angelina College
Western Texas College
Panola Junior College

1992-1993

El Paso Community College
Grayson College
Frank Phillips College
Del Mar College
Paris Junior College
South Plains College District
Texarkana Community College
Midland College
Clarendon College
Amarillo College
Kilgore College
North Harris Co. College District

1993-1994

Alamo Community College
Wharton Co. Junior College
*TSTC-Harlingen
*TSTC-Sweetwater
Ranger Junior College
Trinity Valley Community College
College of the Mainland
*TSTC-Waco
*TSTC-Amarillo
Weatherford College
Lamar University
Tarrant Co. Junior College
Houston Community College System

1994-1995

Blinn College
Austin Community College
Cooke Co. College
Vernon Regional Junior College
San Jacinto College District
Odessa College
Brazosport College
Collin Co. Community College District
Northeast Texas Community College
Dallas Co. Community College District

*Texas State Technical College

APPENDIX XI

Summary of Discrepancies Cited and Corrective Actions Required

Follow-up Visit

1992-93

FINDING--ADMISSIONS

The "Application for Admissions" form includes requests for information that is irrelevant to the admissions process.

Corrective Action Required

The college will assure the Coordinating Board that it has removed the requests for 1) Physical defects, disabilities or recent serious illness (physical or mental) on the Health Careers Education Division's "Application for Admission" form and 2) Ethnic, date of birth on the Houston Community College System's "Application for Admission" and the mail-in registration form.

FINDING - PUBLIC NOTICE

There is no public notice to students, parents, employees, and the general public that includes a nondiscrimination statement, addresses the LEP, lists the compliance coordinator or summarizes program offerings.

Corrective Action Required

The college will submit a copy of its public notice and the date and place it was published.

FINDING--PROMOTIONAL MATERIALS

The following printed materials do not contain a full statement of nondiscrimination on the basis of sex, race, color, national origin and handicap:

Houston Community College System catalogue:

General and Health Applications for Admissions; Marketing and Management; Counselors are Resource Experts; Project Independence; Occupational Therapy Assistant; Commercial Music; Public Service Careers; Technical Education; Adult and Continuing Education; Data Processing; Technical Communications; Industrial Education; Business Careers; Health Careers; Consumer Services

Corrective Action Required

The college will submit revised copies of the vocational education materials listed above that contain a complete statement of nondiscrimination.

FINDING--STUDENT GRIEVANCE PROCEDURES

The student grievance procedures do not address discrimination on the basis of sex, color, race, national origin, or handicap.

Corrective Action Required

The college will submit a copy of student grievance procedures which address discrimination on the basis of sex, color, race, national origin or handicap.

FINDING--EMPLOYERS

There is no written assurance from employers that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex or handicap.

Corrective Action Required

The college will submit copies of written assurances from potential employers that they do not discriminate based on race, color, national origin, sex or handicap.

FINDING--EMPLOYEE GRIEVANCE PROCEDURES

There are no employee grievance procedures that address discrimination on the basis of sex, color, race, national origin or handicap.

Corrective Action Required

The college will submit a copy of employee grievance procedures which address discrimination on the basis of sex, color, race, national origin or handicap.

FINDING--APPLICATION FOR EMPLOYMENT

On the Equal Employment Opportunity/Affirmative Action Information Sheet, a college may not ask a job applicant if he or she is handicapped.

Corrective Action Required

The college will submit a revised copy of the Equal Employment Opportunity/Affirmative Action Information Sheet to the Coordinating Board

FINDING--ACCESSIBILITY

The following facilities are/are not accessible to the mobility impaired:

Lighthouse for the Blind:	Male/female restrooms missing a grab ba; No designated handicap parking space
Metro Facility:	Male/female restrooms on 2nd floor missing grab bars; unisex restroom not accessible on 1st floor
Leeland Center:	No ramp into building; no designated handicap parking space; thresholds are greater than 1/2" height; male/female restrooms not accessible; walkways not safe for physically challenged
Barbara Jordan:	Male/female restrooms not accessible on 1st floor
Criminal Justice Center:	Female restrooms missing one grab bar on 1st and 2nd floors
Sam Houston:	No ramp into building; unisex restroom not accessible
Worthing:	No ramp into building; unisex restroom not accessible
Lee:	Female restroom not accessible on 3rd floor
Paul Revere:	Handicapped parking space needs to be 8 feet wide with 5 feet adjacent access
Stafford:	Female restroom has no grab bars
Rice Aviation North:	No ramp into building; no designated handicap parking space; male/female restrooms not accessible
Waltrip:	Female restroom not accessible on 1st floor; male restroom missing grab bars on 1st floor; male/female restrooms not accessible on 2nd floor; male/female restrooms not accessible on 3rd floor
Central-East Wing:	Male restroom not accessible on 2nd floor; female restroom not accessible on 3rd floor
Central West Wing:	Male restroom not accessible on 2nd floor; female restroom not accessible on 3rd floor
Ironworks:	No designated handicap parking space; no ramp into building; male/female restroom not accessible
Pipefitters:	No designated handicap parking space; restrooms not accessible

Carpenters-Glen Vista:	Male restroom missing grab bars; female restroom not accessible due to stairs
Electricians:	No designated handicap parking space; no ramp into building; male/female restroom not accessible
Plumbers:	No designated handicap parking space; male/female restrooms no accessible
Bricklayers:	Unisex restrooms missing grab bars
Westchester:	Female restroom not accessible on 1st floor, "E" Building
Northwest:	Male restroom missing grab bars on 1st floor; Male/female restrooms not accessible on 2nd floor; Male restroom missing grab bars on 3rd floor
Sharpstown:	Male/female restrooms missing grab bars on 2nd floor
Bellaire:	Male restroom not accessible on 1st floor Male restroom missing grab bars on 2nd floor
Milby:	Unisex restroom not accessible in cosmetology
Austin:	No designated handicap parking space; no ramp into building; unisex restroom not accessible in cosmetology
Clifford Tuttle:	Male/female restroom each missing one grab bar on 1st floor; male/female restroom not accessible on 2nd floor
Upholstery Building:	Unisex restroom not accessible

Corrective Action Required

The college will submit a plan of action, with drawings and implementation time as appropriate, indicating how it will correct these problems. If the building was built prior to June 3, 1977, the institution needs only to submit a plan/drawing and approximate time it would take to complete the modifications in the event that a physically challenged person enrolls in a vocational program. If the building was built after June 3, 1977, the institution must bring these facilities into compliance and submit to the Coordinating Board a list/drawing of modifications made and when they were completed. Any modifications to facilities must meet the American National Standard Institute (ANSI) requirements for accessibility for the physically disabled.

Appendix XII

Monitoring Instrument

TEXAS HIGHER EDUCATION COORDINATING BOARD
COMMUNITY COLLEGES AND TECHNICAL INSTITUTES DIVISION
FEDERAL PROJECTS

Vocational Education Compliance
Office for Civil Rights
Monitoring Instrument

for

____
Postsecondary Institution

____
Technical Assistance Time

____
Date of On-Site Review

This monitoring instrument will focus only on institutional vocational education nondiscrimination compliance under the following:

- Title VI of the Civil Rights Act: Race, Color, and National Origin
- Title IX of the Educational Amendments of 1972: Sex
- Section 504 of the Rehabilitation Act of 1973: Handicapped

I. ACCESS AND ADMISSIONS

Y N A. Admission criteria to technical and vocational programs are free of discrimination on the basis of race, color, national origin, sex or handicap. *[OCR Guidelines IV-A, H, K, L, and N; Section 504, 106.21 and 104.42; Title IX, 106.21]*

Documentation:
___ Enrollment Reports.
___ Admission Requirements.

Discrepancies found:

Y N B. Subrecipient has established, approved or maintained geographic boundaries that do not exclude students on the basis of race, color, national origin, sex or handicap. *[OCR Guidelines IV-C]*

Documentation:
___ Enrollment by campus/program location.

Discrepancies found:

Y N C. All vocational education facilities are open to all students in the subrecipient's service area and are free of discrimination on the basis of race, color, national origin, sex or handicap. *[OCR Guidelines IV-H, I, and N]*

Documentation:
___ Enrollment reports by race, national origin, sex, and handicap.

Discrepancies found:

Y N D. Academic requirements for access to all technical and vocational programs are only those that can be demonstrated as essential to the program of instruction or for licensure. *[OCR Guidelines IV-K and N; Section 504, 104.44]*

Documentation:

___ Individual program entrance requirements.

Discrepancies found:

Y N NA E. Subrecipient has identified limited-English-proficient students and assessed their ability prior to entering a technical and vocational education program. *[OCR Guidelines IV-L]*

Documentation:

___ Assessment data with recommendation.
___ Student Files.

Discrepancies found:

Y N NA F. Subrecipient has a concentration of students with limited English language skills in a program. If yes, the subrecipient must demonstrate that this concentration is not the result of discriminatory limitations upon the opportunities for such students. *[OCR Guidelines IV-L]*

Documentation:

___ Review admissions/placement practices.
___ Review testing/assessment materials.
___ Interview with teachers/counselors.
___ Interview with students.
___ Review enrollment reports.

Discrepancies found:

Y N NA G. Site locations of vocational education do not exclude, segregate, or otherwise discriminate against students on the basis of race, color, national origin, sex or handicap. *[OCR Guidelines IV-B, N; Section 504, 104.4(b)(vii)(5)]*

Documentation:

___ Board policy.
___ Location of programs.
___ Transportation available to site locations.

Discrepancies found:

Y N H. Subrecipient has annually disseminated the required nondiscrimination public notice to students, parents, employees and the general public. *[OCR Guidelines IV-O; Title IX, 106.9; and Section 504, 104.8(a)]*

The required notice must:

___ Contain a nondiscrimination statement with regard to race, color, national origin, sex or handicap;
___ Be available in the community's primary language to persons with limited English skills;
___ Contain the name, address, and telephone number of the person(s) designated to coordinate compliance activities for Title IX (sex equity) and Section 504 (handicapped);
___ Contain a brief summary of program offerings and admission criteria; and
___ Ensure that the lack of English language skills will not be a barrier to enrollment.

Documentation:

___ Newspaper clippings, radio/TV announcements (script) or other public notification.

Discrepancies found:

Y N NA I. Subrecipient has included a notice of nondiscrimination on the basis of race, color, national origin, sex or handicap in its recruitment/promotional information and/or enrollment criteria, student handbook, catalogs, or other publications for its students. *[OCR Guidelines IV-O and V; Section 504, 104.8(b); Title IX, 106.9]*

Documentation:

___ Review of recruitment/promotional materials, catalogs, student handbooks, etc.

Discrepancies found:

Y N NA J. Grievance procedures for students have been established that address discrimination based on race, color, national origin, sex, handicap or limited English proficiency. *[Title IX, 106.8(b); Section 504, 104.7(b); Title VI]*

Documentation:

___ Copy of grievance procedure.

Discrepancies found:

II. COUNSELING

Y N A. Counseling activities and materials are free from discrimination on the basis or race, color, national origin, sex or handicap. *[OCR Guidelines V-A; Section 504, 104.47(b); and Title IX, 106.36(a)]*

Documentation:

___ Student program and career/selection method.
___ Testing/assessment materials.
___ Promotional and recruitment materials, activities.

Discrepancies found:

Y N B. Counselors do not direct or counsel students to enroll in a particular career or program, or measure/predict a student's prospect for success in any career or program based on race, color, national origin, sex or handicap. *[OCR Guidelines V-B; Title IX, 106.36(b) and (c)]*

Documentation:
___ Enrollment Reports.
___ Testing/assessment materials.
___ Interview with counselors.
___ Interview with students.

Discrepancies found:

Y N C. Promotional and recruitment efforts are free from activities that create or perpetuate stereotypes or limitations based on race, color, national origin, sex or handicap. *[OCR Guidelines V-C and V-E]*

Documentation:
___ Literature used in promotional/recruitment activities.
___ Interviews with counselor(s).

Discrepancies found:

Y N D. To the extent possible, recruiting teams include persons of a different race, color, national origin, sex or handicap. *[OCR Guidelines IV-C]*

Documentation:
___ Review make-up of recruiting team.

Discrepancies found:

E. Counseling resources are available to communicate effectively with students. *[OCR Guidelines V-D and E] with:*

Y N 1) limited English proficiency, and

Y N 2) with hearing impairments.

Documentation:
___ Availability of interpreters, special aids.
___ Review of promotional literature for LEP individuals.

Discrepancies found:

III. EDUCATIONAL INSTRUCTIONAL SETTING

Y N NA A. In any instance in which a separate vocational class or facility is identified for handicapped persons, it is comparable in facility, program, and services to those classes/facilities offered to non-handicapped students. *[OCR Guidelines VI-D]*

Documentation:
___ List of handicapped students enrolled in each class.
___ Copies of course catalogs, bulletins and course descriptions for the two or more comparable courses.
___ Name, number, and location of all courses where instruction is offered separately.
___ Facility inspection, if applicable.

Discrepancies found:

Y N B. Criteria used to award financial assistance are free of discrimination on the basis of race, color, national origin, sex or handicap. *[OCR Guidelines VI-B; Section 504, 104.46; and Title IX, 106.37(a)(1)]*

Documentation:
___ Review criteria used in selection of recipients receiving aid.

Discrepancies found:

Y N NA C. The subrecipient has extended housing opportunities without discrimination based on race, color, national origin, sex or handicap. *[OCR Guidelines VI-C: Section 504, 104.45; Title IX 106.32]*

Documentation:
___ Board policy.
___ Housing records.

Discrepancies found:

Y N NA D. There is comparable, convenient and accessible housing for handicapped (at the same cost and under the same conditions) as there is for non-handicapped students. *[OCR Guidelines V-C; Section 504, 104.45]*

Documentation:
___ Board policy.
___ Housing records.
___ Facility inspection, if applicable.

Discrepancies found:

Y N NA E. Referral process used by the subrecipient in sending student applicants to potential employers for job placement and cooperative vocational education is nondiscriminatory on the basis of race, color, national origin, sex, handicap or students with limited-English proficiency. *[OCR Guidelines VII-A; Section 504, 104.11(a)(1-4) and 104.46(c); and Title IX, 106.38(a)(1-2)]*

Documentation:
___ Review of referral procedure, forms, applications, etc.
___ Review data of referral office.

Discrepancies found:

Y N NA F. Subrecipient has written assurances from employers that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex or handicap. *[OCR Guidelines VII-A]*

Documentation:
___ Written assurances from employers.

Discrepancies found:

Y N NA G. If the subrecipient has an agreement with the private sector for apprentice training programs, there is a written agreement that states:

1) It does not discriminate against its members or application for membership on the basis of race, color, national origin, sex or handicap. *[OCR Guidelines VII-B(1)(2)]*; and

2) Apprentice training will be offered and conducted for its participants free of such discrimination. *[OCR Guidelines VII-B(1)(2)]*

Documentation:
___ Copy of agreement/assurances.
___ Policy of nondiscrimination from private sector.

Discrepancies found:

IV. EMPLOYMENT OF FACULTY AND STAFF

Y N A. Employment and promotion practices are free from discrimination against employees or applicants on the basis of race, color, national origin, sex or handicap. *[OCR Guidelines VIII-A and E; Title IX, 106.9(a)]*

Documentation:
___ Copy of employment/policy statements.
___ Copy of application and publication for employees.

Discrepancies found:

Y N B. Subrecipient does not limit its recruitment for employees to schools, communities, or companies disproportionately composed of persons of a particular race, color, national origin, sex or handicap. *[OCR Guidelines VIII-B]*

Documentation:
___ Review recruiting patterns/practices.

Discrepancies found:

Y N C. Grievance procedures for employees have been established to address discrimination based on race, color, national origin, sex, handicap and limited-English proficiency. *[Title IX, 106.8(b); Section 504, 104.7(b)]*

Documentation:
___ Review policies and grievance procedures.

Discrepancies found:

Y N D. Subrecipient has established and maintained employee salary scales and policy based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex, handicap or limited-English proficiency. *[OCR Guidelines VIII-D]*

Documentation:
___ Board Policies.

Discrepancies found:

Y N E. Subrecipient has provided equal employment opportunities for teaching and administrative positions to qualified handicapped applicants. *[OCR Guidelines VIII-E]*

Documentation:

___ Board employment policy.

___ Applications of potential employees.

Discrepancies found:

Y N F. The subrecipient has a statement of nondiscrimination on the basis of race, color, national origin, sex or handicap in its recruitment and other publications for employees. *[OCR Guidelines VIII-B; Title IX, 106.51(b)(1)]*

Documentation:

___ Employee publication/recruitment materials.

___ Job announcements.

Discrepancies found:

V. FACILITIES ACCESS

Y N Subrecipient has not denied handicapped students equal access to technical and vocational education programs or courses because of architectural or equipment barriers or because of the need for related aids and services or auxiliary aids. *[OCR Guidelines IV-N]*

Documentation:

___ Visual inspection of facilities (Refer to Facilities, Standards, Checklist, page 70, for use during the inspection).

Discrepancies found:

CAMPUS ______________________ BUILDING ______________________

FACILITIES STANDARDS CHECKLIST

Y N A. All doorways are a minimum of 32 inches wide for wheelchair access.

Y N B. Toilet stalls are equipped with grab bars.

Y N C. Dispensers and sink controls in restrooms are 48 inches or less from floor.

Y N D. Restrooms equipped for handicapped are identified with decals or other signs.

Y N E. Accessible parking spaces are designated as reserved for physically handicapped people.

Y N F. Parking spaces for physically handicapped are at least 8 feet wide with 5 feet of adjacent access.

Y N G. Walkways are at least 3 feet wide with smooth, hard surfaces (no sand or gravel) and free of deep cracks, ruts, and sudden level changes.

Y N H. Curb cuts, ramps, and passageways have eliminated those barriers.

Y N I. The ramps are at least 36 inches wide, with a grade no greater than 1:12 for new construction and 1:10 for existing facilities. Existing facilities must be no steeper than 1:8 in grade.

Y N J. There are handrails on both sides of all stairs.

Y N K. The thresholds are flush with the floor or no higher than 1/2 inch.

Y N L. All doors can be opened by an unassisted wheelchair-bound person.

APPENDIX XIII

Statement of Technical Assistance

STATEMENT OF TECHNICAL ASSISTANCE

The Texas Higher Education Coordinating Board, Community Colleges and Technical Institutes Division, provides technical assistance to postsecondary institutions for eliminating discrimination and denial of services on the basis of race, color, sex, handicapping conditions and national origin in vocational education programs. Technical assistance is provided by telephone or personal visit to the postsecondary institutions. Technical assistance may include, but is not limited to, the following areas:

1. Ensuring nondiscrimination in vocational education and related areas;
2. Assisting in developing or revising recruitment and promotional materials;
3. Providing advice on particular concerns, such as eligibility criteria for special populations and targeted groups;
4. Disseminating written materials, reports, and products;
5. Assisting in the identification and subsequent elimination of physical barriers which prevent handicapped students from participating in vocational education;
6. Providing technical assistance and training sessions for teachers, counselors, student services personnel, and administrators;
7. Providing assistance and information to facilitate coordination and linkage, particularly in areas of joint or regional planning with other agencies, institutions or entities; and
8. Providing assistance and technical information related to the revision of existing vocational technical programs and to the submission of new program requests.

TECHNICAL ASSISTANCE PROVIDED

During 1991-92, 65 hours of technical assistance were provided to postsecondary institutions. As discrepancies were identified during on-site visits, the OCR monitor identified various alternatives to assist the institutions in reaching compliance. These alternatives were discussed at the exit interview. A follow-up letter summarizing these discussions was sent to the institution with its monitoring report. A data dissemination system was developed to help special populations coordinators receive the latest information on civil rights issues. Since organizational structures vary among institutions, separate data bases were developed for coordinators in these areas: special populations; economically disadvantaged; academically disadvantaged; limited English proficient; sex equity; single parents; handicapped; and civil rights. Corrective and preventive technical assistance was also provided by telephone and at state conferences.

Following is a list of subrecipients who received on-site technical assistance and the type received.

Amarillo College

Clarified the type of data that can not be collected in the pre-admission process and the type that can only be collected post-admissions.

Assured that a public notice is published annually in a publication that is received by the general public.

Assured that all publications and materials contain a non-discrimination statement.

Developed a form requesting assurance from potential employers that they do not discriminate in employment.

Created a grievance procedure that allows due process in filing discrimination complaints.

Clarendon College

Clarified the type of data that can not be collected in the pre-admission process and the type that can only be collected post-admissions,

Assured that a public notice is published annually in a publication that is received by the general public.

Developed a form requesting assurance from potential employers that they do not discriminate in employment.

Created a grievance procedure that allows due process in filing discrimination complaints.

Del Mar Junior College

Clarified the type of data that can not be collected in the pre-admission process and the type that can only be collected post-admissions.

Assured that all publications and materials contain a non-discrimination statement.

Developed a form requesting assurance from potential employers that they do not discriminate in employment.

El Paso Community College

Clarified the type of data that can not be collected in the pre-admission process and the type that can only be collected post-admissions.

Assured that a public notice is published annually in a publication that is received by the general public.

Assured that all publications and materials contain a non-discrimination statement.

Developed a form requesting assurance from potential employers that they do not discriminate in employment.

Frank Phillips College

Clarified the type of data that can not be collected in the pre-admission process and the type that can only be collected post-admissions.

Grayson College

Clarified the type of data that can not be collected in the pre-admission process and the type that can only be collected post-admissions.

Assured that a public notice is published annually in a publication that is received by the general public.

Assured that all publications and materials contain a non-discrimination statement.

Developed a form requesting assurance from potential employers that they do not discriminate in employment.

Kilgore Junior College

Clarified the type of data that can not be collected in the pre-admission process and the type that can only be collected post-admissions.

Midland College

Clarified the type of data that can not be collected in the pre-admission process and the type that can only ne collected post-admissions.

Created a grievance procedure that allows due process in filing discrimination complaints.

Developed a form requesting assurance from potential employers that they do not discriminate in employment.

North Harris Montgomery College

Clarified the type of data that can not be collected in the pre-admission process and the type that can only be collected post-admissions.

Assured that all publications and materials that are received by the public contain a nondiscrimination statement.

Developed a form to assure that potential employers do not discriminate in employment.

Assured that all publications and materials contain a non-discrimination statement.

Paris Junior College

Clarified the type of data that can not be collected in the pre-admission process and the type that can only be collected post-admissions.

Assured that a public notice is published annually in a publication that is received by the general public.

Assured that all publications and materials that are received by the public contain a nondiscrimination statement.

South Plains College

Clarified the type of data that can not be collected in the pre-admission process and the type that can only be collected post-admission.

Created a grievance procedure that allows due process in filing discrimination complaints.

Developed a grievance procedure that address due process for students and employees in filing discrimination complaints.

Texarkana Community College

Clarified the type of data that can not be collected in the pre-admission process and the type that can only be collected post-admission.

Assured that a public notice is published annually in a publication that is received by the general public.

Created a grievance procedure that allows due process in filing discrimination complaints.

Developed a form requesting assurance from potential employers that they do not discriminate in employment.

APPENDIX XIV

Staff Development

Staff Development

The following conferences, workshops, and meetings were attended by OCR staff.

1. Intercultural International Education Conference and the National Council for Occupational Education Diversity Task Force, Arizona.
2. National Conference on Racial and Ethnic Relations in American Higher Education, California.

OCR Staff Membership

1. National Council for Occupational Education Diversity Task Force Chair, Subcommittee for the Development of a Technical Assistance Guide on Model Programs for Diversity.
2. Governor's Task Force on Strategic Planning for Texas Public Community and Technical Colleges, Gender and Ethnicity Subcommittee.
3. Texas Higher Education Coordinating Board Task Force on Americans With Disabilities Act and Compliance.
4. Amnesty International.

APPENDIX XV

List of Postsecondary Institutions Having Complaints Filed

Discrimination complaints were received and followed-up at the following postsecondary institutions in 1992-93.

1. Howard College -- Southwest Collegiate Institute for the Deaf.
2. Dallas County Community College District.
3. McLennan Community College.
4. Amarillo College.
5. Blinn Community College.
6. Panola College.
7. Bee County Community College.
8. San Antonio College.

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